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ABSTRACT

This handbook contains a collection of creative ideas and activities for teaching English as a second language (ESL), organized by levels and topics. The handbook helps to foster an understanding of the tutor's role in creating a learning environment and to develop an awareness of the variety of instructional approaches. The format of the handbook, arranged into seven levels and indexed by topic, is designed to help the tutor determine the appropriateness of each lesson for a particular student or group of students. Most of the lessons are self-contained, requiring minimal preparation. Included are visuals, resource sheets (or suggestions for easily obtained materials), notes to the tutor, procedures for carrying out the lesson, and suggestions for conducting activities such as dialogues, role playing, games, chain drills, and coping activities. Often, variations and follow-up activities are suggested to provide opportunities for rehearsing the material and transferring the skills to real communication. Student worksheets augmenting most lessons can be used as prepared or adapted before duplication. Notes on the role of the tutor and tutoring tips also are included in the handbook. (KC)

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H E L P

HANDBOOK FOR ENGLISH LANGUAGE PARAPROFESSIONALS

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Our thanks to the many tutors with VITA (Volunteers in Teaching Adults) program and to the instructors at MONNACEP and Oakton Community College who used the lessons with their students and gave us their suggestions for improvement.

We acknowledge with special thanks, the enhancement of the lessons through the artistic efforts of Carmen Tolhurst.

To the MONNACEP and Oakton Community College staff, we express our appreciation for their support, tolerance and good humor throughout the birth and maturation of this project.

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Oakton Community College is a public, tax-supported institution of higher education serving the northern suburbs of Cook County, Illinois. The college and three high school districts -- Maine, Niles, and Northfield Townships -- form a unique cooperative, MONNACEP (Maine-Oakton-Niles-Northfield Adult and Continuing Education Program), which provides a wide variety of noncredit courses and programs.

English as a Second Language (ESL) is one of the instructional programs of MONNACEP which exemplifies the mission of adult education. Individuals, regardless of economic and social status, are provided the opportunity to develop fully for the benefit of themselves and of society. To learn the language of their new country or to improve their English proficiency, adults from numerous countries attend ESL classes. Their goals and needs are as diverse as their languages, cultures, ages, educational backgrounds and learning styles.

In response to the myriad needs of this heterogeneous population, MONNACEP has established an innovative support program which helps enrich the quality of ESL instruction. The program, known as VITA (Volunteers in Teaching Adults), recruits and trains community people to share their time and talents as supervised ESL paraprofessionals and tutors. VITA assists ESL instructors in providing students with valuable links to a new language, culture and community.

The need to develop an instructional tool for tutors engaged in helping individuals and small groups of limited English proficiency students has resulted in the development of this handbook. The Handbook for English Language Paraprofessionals is a collection of creative ideas and activities, organized by levels and topics. The handbook attempts to foster an understanding of the tutor's role in creating a learning environment and to develop an awareness of a variety of instructional approaches.

THE ROLE OF THE TUTOR OR PARAPROFESSIONAL

Tutors or paraprofessionals improve the efficiency and effectiveness of an ESL program. They hold a temporary but pivotal position in the lives of ESL students. Experience with the VITA Program has confirmed that tutors or paraprofessionals can:

- effectively create an atmosphere of instruction where individual needs can be met.
- provide instructional options and create a link to a new language and culture.
- assist with beginning students needing individualized attention.
- provide literacy instruction to adults who are illiterate in their native language, or literate in a language with a non-Roman alphabet.
- give individualized attention to students whose goals tend toward individual instructional approaches.
- provide "catch up" tutoring for late registrants and "make-up" tutoring for irregular attenders.
- supply an additional personal touch and concern for students struggling to adjust to a new language and culture.

To succeed, an ESL tutor should:

- be a facilitator. Students should form, test and correct their own hypotheses of language. The tutor should provide students with adequate time and opportunities to practice and experiment with the new language.
- be a friend. A comfortable and friendly atmosphere for learning should be established. Appreciation and respect for their cultures and knowledge and empathy for the difficulties they encounter will open channels of communication.
- be flexible and patient. Patience, flexibility and diplomacy will help create a successful learning environment. Adults have set patterns of learning shaped by previous experiences. A variety of learning approaches will enrich the instructional process for the tutor and the students.
- be tactful. Positive feedback is important to language learners. Sensitivity to the personality of the student and a perception of the type of correction suitable to the situation is essential in maintaining the student's confidence.
- be enthusiastic. Genuine optimism will encourage the students to overcome the difficulties in learning a new language. Creativity and imagination make learning fun.

TUTORING TIPS

1. During the first meetings, find out what each student hopes to accomplish. Their needs and goals will determine what language skills to emphasize.

2. Use the students' interests and experiences as sources of classroom activities.

3. Be aware of the students' learning styles which may vary because of differences in culture, ability, education, socio-economic level, age and sex.

4. Plan each session with sufficient material, value and impact so that the students can recognize some accomplishment.

5. Aim for optimal student involvement by providing situations in which the students do most of the talking. Encourage students to react to each other.

6. Students need adequate time to answer questions. To give them enough time to think and respond, allow 5 seconds or more between your questions and their response.

7. Use "real" language. Speak at a normal rate of speed and please not too loudly. Speak clearly but avoid the temptation to over articulate.

8. Appeal to all the senses. See, say, hear, and write it. Use visuals and tapes; go outdoors; take field trips; involve the whole body.

9. Don't hesitate to ask for assistance if you don't have an answer to a student's question.

10. Don't be reluctant to repeat and review. Students need second, third and even fourth rehearsals in language learning.

HOW TO USE THE HANDBOOK

This handbook should be viewed as a starting point from which the tutor or paraprofessional can create a unique learning experience. Don't hesitate to expand on the lessons or activities which have been presented. Success in a language learning situation means being able to use the language skills in real life. Leading the students into real communication or providing situations for the students to interact meaningfully is the goal of this handbook.

The format of the handbook, arranged into seven levels and indexed by topic, is designed to help the tutor determine the appropriateness of each lesson for a particular student or group of students. Because classification of levels vary from program to program and student abilities vary within levels, some lessons have been included in multilevel categories. If the lesson seems suitable for your students, go ahead and use it. A technique from one level can be adapted for use at another.

No time limits have been suggested for the lessons. Each teaching situation and the abilities of the students will determine the amount of time required. It is most important that the students have sufficient time to practice the material.

A unique feature of this handbook is that most of the lessons are self-contained, requiring minimal preparation. Included are worksheets, visuals, resource sheets or suggestions for easily obtained materials.

Each lesson contains a note to the tutor. The note may explain the topic, point out difficulties that ESL students will encounter or provide relevant cultural or linguistic information. Information which may clarify the concept for the student is sometimes included in the note.

The procedure section delineates the steps for carrying out the lesson. To insure optimal learning, these steps should be followed in the order given. Suggestions for conducting activities such as dialogues, role playing, games, chain drills, coping activities, etc. are also included. Often, variations and follow-up activities are suggested to provide opportunities for rehearsing the material and transferring the skills to real communication.

The student worksheets augmenting most lessons can be used as is or adapted before duplication. Since many students tend to use the written work as a crutch which impedes the oral production of language, don't give out the worksheets too soon. At the beginning levels, students should do the exercises orally before writing them. Resource sheets are provided in some lessons to assist in the preparation of the lesson. The directions for their use are given in the procedure section of each lesson.

Visuals are included in those lessons where a graphic presentation may be helpful or necessary. Visuals can be used to elicit conversation and composition, to explain difficult concepts, and to make lessons more interesting. Magazines and catalogues are good sources of pictures to enrich lessons. Encourage students to keep the worksheets and visuals for future practice.

Although this handbook does not attempt to define course content, it is hoped that the lessons will provide instructional flexibility and adaptability to meet student needs.

LESSONS FOR BEGINNING STUDENTS

I

Submitted by:
Donna Lach
GRASP
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Topic: Vocabulary for Family Relationships
Level: Beginning
Materials: Worksheet

NOTE

Words that indicate certain family relationships in other languages may have no equivalent translation in English. Relationships vary in different cultures. Though Mary's husband's sister's husband is called Mary's brother-in-law in the United States, this may not be the case in another country.

This lesson does not provide a complete list of family relationships. If necessary, clarify additional relationships using stick figures.

Note that an additional lesson on family relationships is available in the Beginning + section.

PROCEDURE

1. To introduce the lesson, use the Worksheet Part A.
   a. Indicate that "+" means a marriage. If necessary, show this concept by showing your ring or ring finger. However, note that in many countries the right, not the left hand, is the marriage hand.
   b. Model sentences A. Have the students repeat each sentence.
   c. Ask questions B. If possible, the students should try to answer without looking at the appropriate responses (sentences A).*

2. Use the Worksheet Part B 1.
   a. Indicate that "V" means child/children. If necessary, cradle your arms and say that Bill and Ann have a baby girl (a daughter).
   b. Model sentences A. Have the students repeat each sentence.
   c. Ask questions B. The students should answer using appropriate responses (sentences A).*

3. Use the Worksheet Part B 2.
   a. Tell the students that Bill and Ann also have a boy (a son).
   b. Model sentences A. Have the students repeat each sentence.
   c. Ask questions B. Have the students respond.
   d. Model sentences C. Have the students repeat each sentence.

4. Have the students do the exercises on the Worksheet Part C orally and then in writing.

5. For a follow-up, ask the students to bring family pictures at the next meeting. Students can explain the relationships of the people in the photographs.

* Several repetitions will be necessary.

WORKSHEET

PART A

The Family

A. Bill is Ann's husband.
Ann is Bill's wife.

B. Who is Bill?
Who is Ann?

PART B 1

A. Mary is Bill's daughter.
Mary is Ann's daughter.
Bill is Mary's father.
Ann is Mary's mother.

B. Who is Mary?
Who is Bill?
Who is Ann?

PART B 2

A. John is Bill's son.
John is Ann's son.
Bill is John's father.
Ann is John's mother.

B. Who is John?
Who is Bill?
Who is Ann?

C. Mary and John are sister and brother.
Bill, Ann, Mary, and John are a family.

PART C

Fill in the blank.

1. Ann is Bill's_____.
2. Bill is_____ husband.
3. _____is Mary?
4. _____is Ann and Bill's daughter.
5. John ____ Ann and Bill's_____.
6. John is Mary's_____.
7. Mary_____ John's_____.
8. Bill is Mary and John's_____.
9. Ann is Mary and John's_____.
10. Bill, Ann, Mary, and John are a _____.

Tell about yourself.
Example: I am a wife.

1. _____
_____
2. _____
_____
3. _____
_____
4. _____
_____

Submitted by:
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Ephraim, Utah and
Sharron Bassano
Santa Cruz Adult School
Santa Cruz, California

Topic: Vocabulary - Picture Grid
Level: Beginning
Materials: Worksheet, Color Marking Pens

NOTE

This lesson strengthens listening skills and reinforces vocabulary development. It fosters creativity, builds self-confidence, and gives even the most basic student an opportunity for success. It offers an interesting "second rehearsal" for vocabulary from previous lessons.

PROCEDURE

1. Give each student a copy of the worksheet.
   Have the students number the squares of the grid as shown.

1	2	3
4	5	6
7	8	9
10	11	12

   Make sure all the students number their grids the same way. Check the numbers to see that they are placed correctly or have the students compare grids for accuracy.

2. Choose twelve vocabulary words (nouns) that you would like to reinforce from previous lessons.

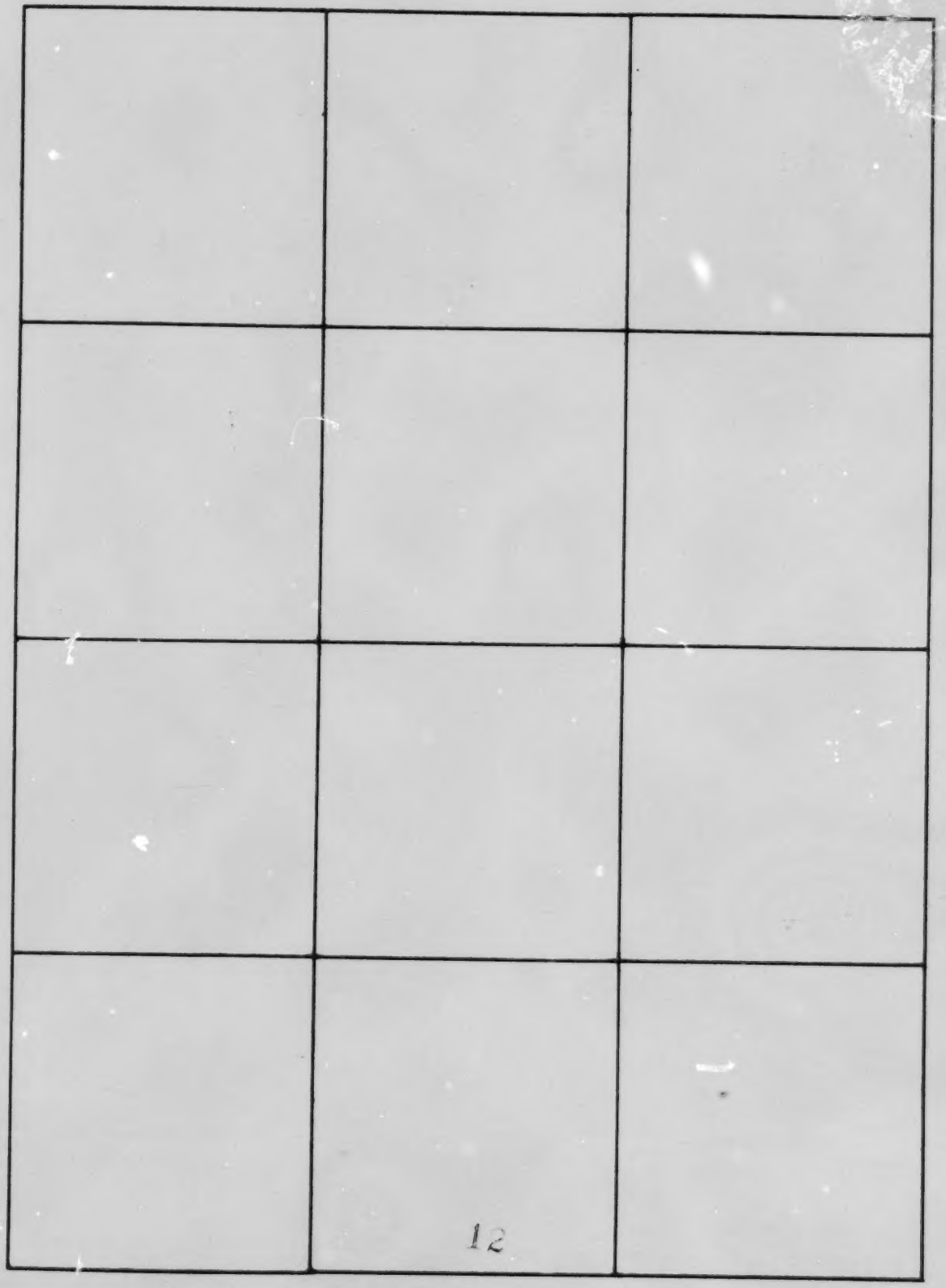
   Give each student two or three different color markers.
   For the first word on your list, give them the instruction, "Draw an apple in square 5." Check their grids to see if they followed the instruction. Continue giving instructions for the remaining words.

3. After all the squares are filled, ask questions:
   Where's the_____?
   What's in square #_____?
   Is the_____in square #_____?

   Go through the items on the grid in random fashion.

4. Write the above questions (#3) on the board.
   Pair the students. Have them take turns asking each other the questions about the objects on their grids.

WORKSHEET



Submitted by:
Carol Harrington
Thornton Community College
South Holland, Illinois

Topic: Vocabulary Development
New Word Dictionary
Level: Beginning
Materials: 26 Sheets of Lined Notebook Paper and 2 Sheets of Construction Paper for Each Student, Stapler

NOTE

Students tend to record new vocabulary words anywhere - on a page in their notebooks, on a worksheet, on a scrap of paper, in their books. Instead of this random recording, the students can write new words in their New Word Dictionaries. They will then have an organized method of locating the words. This will encourage them to study and use their new words.

PROCEDURE

1. Demonstrate how to prepare the dictionary. Staple together 26 lined notebook pages.
   Use 2 sheets of construction paper for the front and back covers.
   Each student should put together his/her own New Word Dictionary.

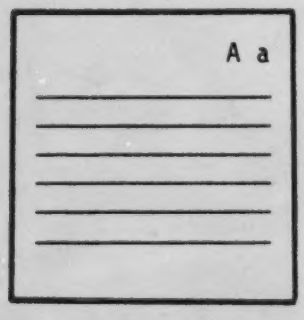
2. Print the letter A in upper and lower case in the upper right corner of the first page.
   a. Have each student follow the same procedure.
   b. Go through the entire alphabet, printing one letter per page.

3. Explain the use of the booklets. For very beginning students, demonstrate by printing a new word in your booklet. You may need to print several words on different pages of the booklet until the students "catch on."

4. Students who are literate in their native language can write the new words and the meaning in their native language. Students who are not literate in their language can illustrate the word with a simple picture from a magazine.

5. The students should keep their booklets handy during lessons for ready use.

6. Occasionally, have the students read their new words to you. If they are proficient enough, have them use the words in sentences.



Submitted by:
Debra Sullivan
Morton College, Cicero
CUSI, Chicago, Illinois

Topic: Dialogue: Getting Acquainted
Level: Beginning
Materials: Worksheet

NOTE

Beginning students in particular need to feel that they are involved in real communication. This lesson moves them from listening, reading, and repeating to a less controlled use of English. In this lesson, students will communicate about themselves and learn about others by asking and answering basic questions.

PROCEDURE

1. Use Worksheet Part A.
   To introduce the new vocabulary, pronounce each word and try to elicit the meaning from the students. Provide the meaning only if they cannot. You may need to point to the particular word in the dialogue (Worksheet Part B) to help the students understand the meaning from the context.

2. Use Worksheet Part B.
   a. Read through the entire dialogue. Have the students listen.
   b. Model each line and have the students repeat several times with the students' eyes on you and not the printed word.

3. Pair the students. Have them practice the dialogue in pairs. Correct only those pronunciation errors that interfere with comprehension. (Note that lines 11-16 may be more difficult.)

4. On the board, write the following questions taken from the dialogue. Have the student pairs ask and answer the questions; then reverse roles.
   a. What is your name?
   b. Where do you live?
   c. Where are you from?
   d. How long have you lived here?
   e. Do you work?
   f. Do you have a hobby?

   Students should provide the correct true-life response (not the answer in the dialogue). Inappropriate responses indicate the student did not understand the question. If this is the case, ask the other student to repeat the question. If the answer is still not correct, explain what the question means, perhaps by providing appropriate responses. (Where are you from? Poland? Italy? Mexico?)

5. Have students do the fill-in exercises on the Worksheet Part C, orally or in writing.

WORKSHEET

PART A

hello	how long	sounds	meeting you
name	years	hobby	garden
live	work	sports	good-bye
Chicago	office	travel	enjoy
Montreal	housewife	interesting	cook
Canada			

PART B

Dialogue "Getting Acquainted"

Line			
	1.	Maria:	Hello, what is your name?
	2.	John:	My name is John.
	3.	Maria:	Where do you live?
	4.	John:	I live in Chicago.
	5.	Maria:	Where are you from?
	6.	John:	I'm from Montreal, Canada.
	7.	Maria:	How long have you lived here?
	8.	John:	I've lived here three years.
	9.	Maria:	Do you work?
	10.	John:	Yes, I do. I work in an office. Do you?
	11.	Maria:	I don't work outside the home. I'm a homemaker.
	12.	John:	That sounds nice.
	13.	Maria:	Do you have a hobby?
	14.	John:	I enjoy sports and I like to travel.
	15.	Maria:	That sounds interesting. I like to cook and work in my garden. I have to go now. It was nice meeting you.
	16.	John:	Thank you. It was nice meeting you, too. Good-bye.

over

WORKSHEET

PART C

Fill in the blanks.

1. My name is_____.
2. I live in_____.
3. I've lived here for _____years.
4. I'm from_____.
5. I like to_____.
6. My partner's name is_____.
7. He's from_____.
8. He's lived here for_____years.
9. He likes to_____.
10. It was nice meeting_____.

Submitted by:
Editors

Topic: Descriptive Words with the Verb to be
Level: Beginning
Materials: Worksheet

NOTE

This lesson provides practice with descriptive adjectives and gives the students oral practice in asking and answering questions with the verb to be.

"Is Laura young?" "Yes, she is."
"Is the man short?" "Yes, he is."
"Are you married?" "Yes, I am."
"Is Mike sick today?" "Yes, he is."

Students need to have descriptive words in their vocabulary to help meet their need for self-expression. Situations can be incorporated in every instruction session to encourage students to respond to or use descriptive phrases.

Are you tired tonight?
Are you cold?
Is Frank Sick?

The visuals presented use only a limited number of adjectives. Expand the lesson to incorporate other adjectives the students know or may need to know. (fat, thin, handsome, beautiful, ugly, plain, etc.)

The visuals use American first names. Students often have difficulty knowing whether American names are male or female. Help the students understand that these are first names. Remember our names are as strange to them as some of their names are to us.

PROCEDURE

1. Use the Worksheet Part A.
   a. Point to Picture 1 and ask, "Is John short?" The student should respond: John is short.
      or
      Yes, he's short.
      or
      Yes, he is.
   b. Continue asking the question about each picture. "Is David tall?"

2. Return to picture #1.
   a. Ask the question again, "Is John short?" Refer to other people in the room or to pictures and ask similar questions:
      Is the man short?
      Is the girl short?
      Is he short?
      Is she short?
      Are you short?
   b. Repeat the procedure for the adjectives in the other pictures.

over

3. Describe yourself. Use humor and mime some of the adjectives as you say them.
   Example: "I'm tall. I'm married. I'm rich." etc.

4. Pair the students.
   a. Have them question each other using the adjectives in Part A.
   b. Encourage students to describe each other or pictures of famous people.

5. Use Worksheet Part B. Pointing to the appropriate picture, ask each student about the person in the picture. "Is Bill happy?"
   a. Ask the students questions about themselves, "Are you happy today?" "Are you sad today?" etc.
   b. Pair the students and have them question each other. This is a good conversation stimulator. Students can be encouraged to explain the reasons for their feelings.

Variations:

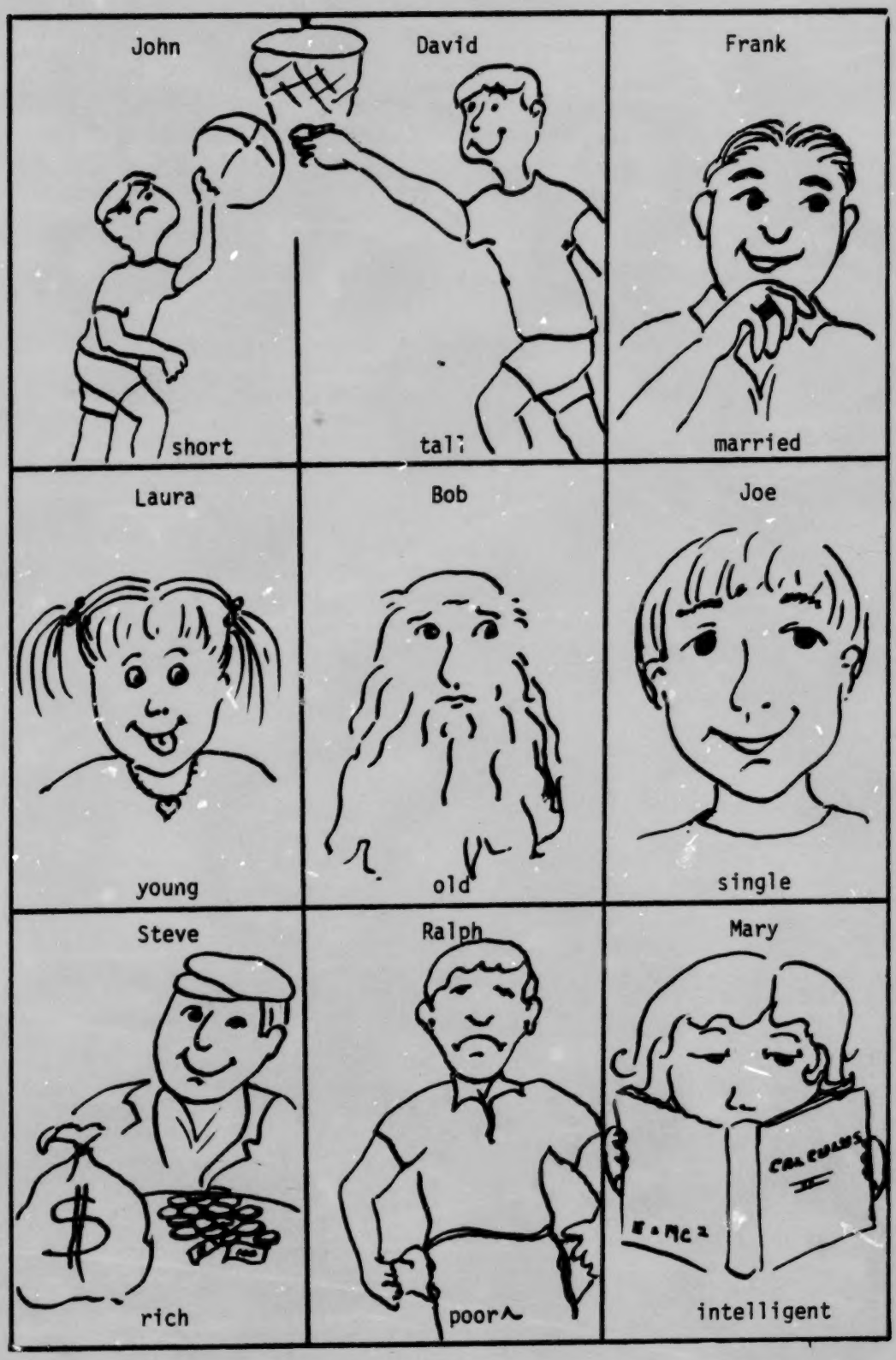
1. At subsequent meetings, use alternative questions with the same visuals:
   Is_____tall or short?
   Is_____married or single?
   Is_____young or old?
   Is_____rich or poor?
   (This is an appropriate time to introduce the response, "I don't know.")

2. Negative short answers can also be drilled with the same visuals.
   No, he isn't.
   No, she isn't.

3. The Wh-question - Who is tall? Who is tired? can also be practiced with the visuals.

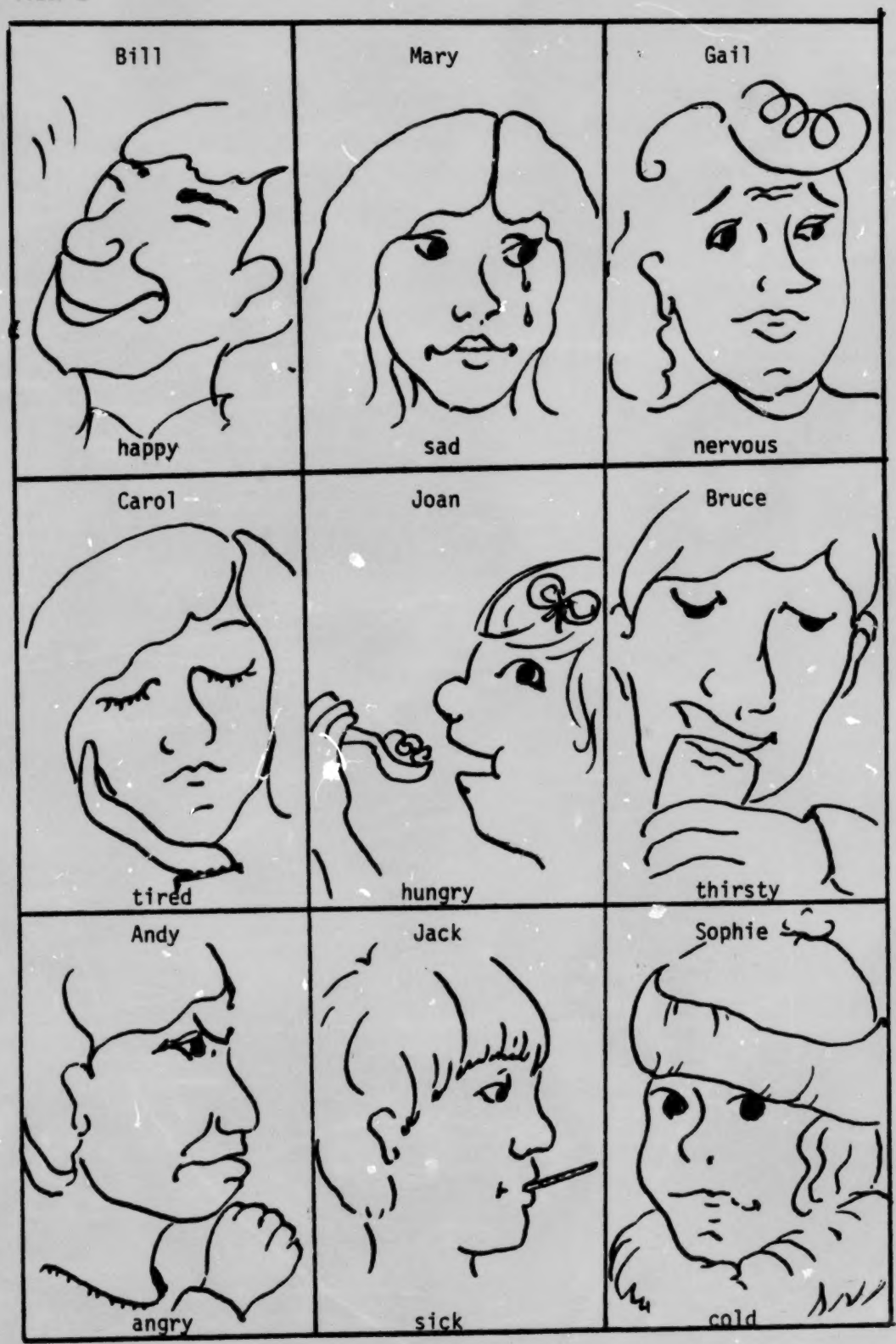
WORKSHEET

PART A



WORKSHEET

PART B



Submitted by:
Carol Cargill-Power, Ph.D.
University of South Florida
Tampa, Florida

Topic: Demonstratives
Level: Beginning
Materials: Worksheet, Common Classroom Objects, Chalkboard

NOTE

Students need practice choosing the appropriate demonstrative to use with nouns. Demonstratives have four forms depending on whether the noun they point to is:

1. singular and near the speaker - this pen
2. plural and near the speaker - these pens
3. singular and far from the speaker - that pen
4. plural and far from the speaker - those pens

The problem with using this and that is that what the speaker considers to be near or far is relative.

Worksheet Part C is a picture of objects in two rooms. For this lesson it would be appropriate to use this/these for objects in the front room and that/those for objects in the room to the rear of the picture.

PROCEDURE

1. To introduce the lesson, point to a close familiar object and say, "Pen. This pen is new." Continue with other objects.
   "Book. This book is new."
   "Pencil. This pencil is new." etc.

1. a. Walk over to a student, point to his/her book, and say, "Book. This book is new." Point to his/her pencil and elicit the answer, "This pencil is new."
   Repeat this procedure with the other students, varying the objects.
   b. Point to two pens and say, "These pens are new."
   Repeat with pairs of other objects.
   c. Use the pairs of objects to do a substitution drill as in #1b.
   "Books. These books are new."
   Then mix the forms, using singular and plural nouns.
   "Pen. This pen is new. Pens. These pens are new." etc.

2. From the front of the room, point to a student's desk and say, "That desk is new." Continue with other objects far from you.
   a. Do a substitution drill. "Window. That window is new. Door. That door is new." etc.
   b. Point to two objects far from you and say,
   "Windows. Those windows are new. Desks. Those desks are new."
   Continue using other objects until the students hear several examples.
   c. Do a substitution drill as before, using several pairs of objects far from you. Then contrast, using singular and plural nouns far from you.

over

3. Use the Worksheet Part A.
   Hold it up in front of you and have the students hold theirs up.
   Point to picture #1 on your sheet and say, "This flower is here."
   Point to the same picture on a student's sheet and say,
   "That flower is there."
   Follow the same procedure with each picture. Make sure that the students understand that this/these signify here-near and that/those signify there-far.

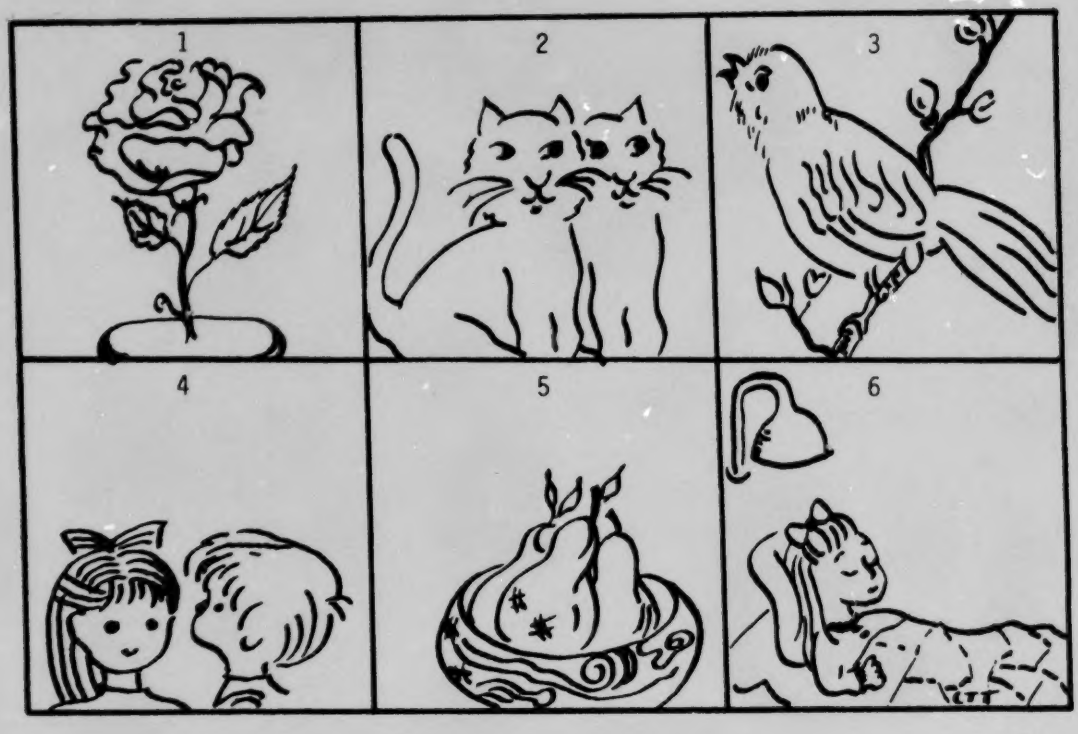
4. Have the students do the fill-in exercises on the Worksheet Part B orally and then in writing.

5. Use the Worksheet Part C (see NOTE).
   Have the students identify the numbered objects in the picture using demonstratives. Encourage the students to use descriptive vocabulary:
   "This girl is cute."
   "Those girls are sisters."
   "That clock is old."
   Provide additional descriptive vocabulary as needed.

   Additional Activity:
   Have the students write sentences about the picture. A particularly creative student may wish to write a story about the picture.

WORKSHEET

PART A



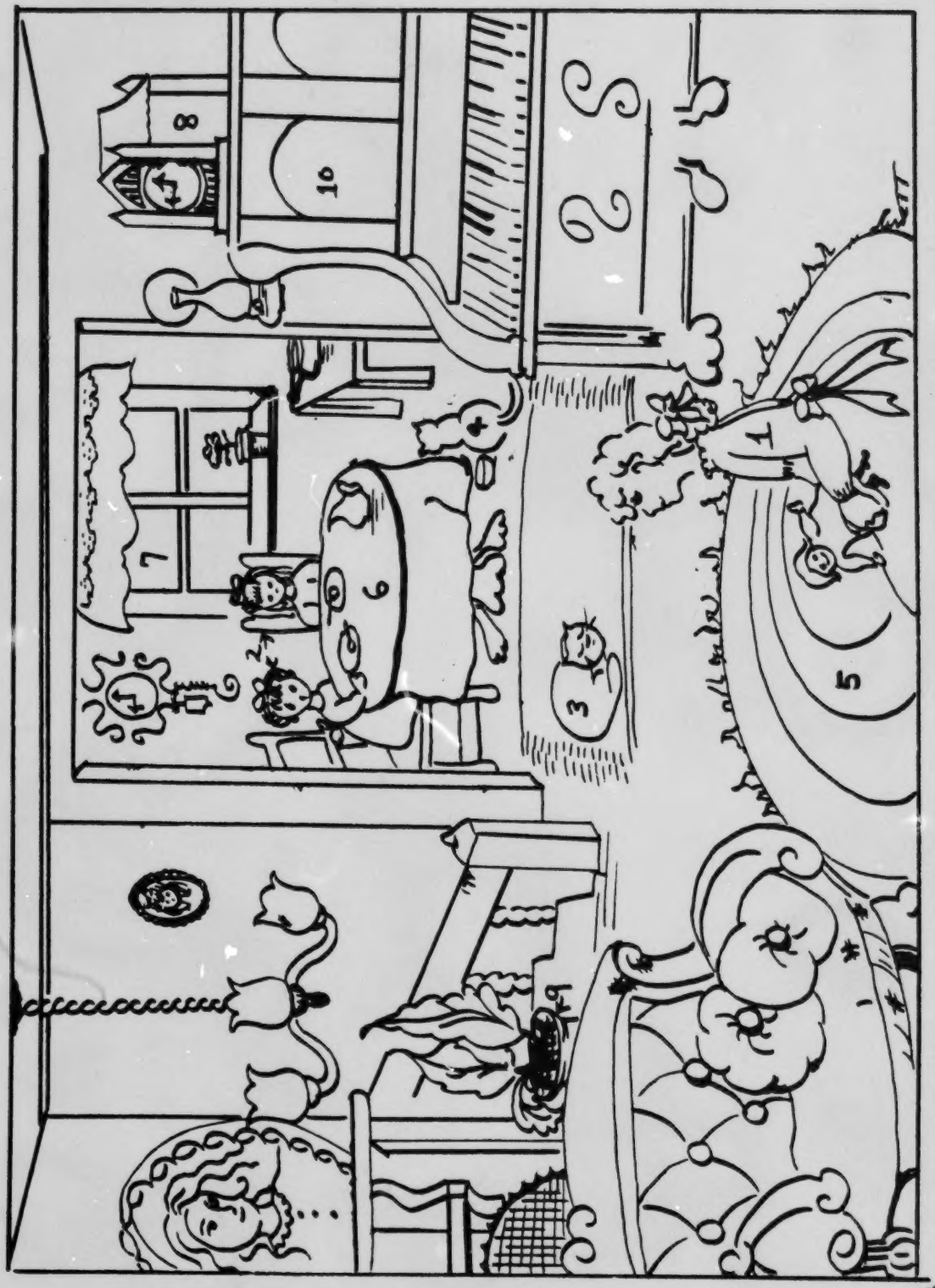
PART B

Fill in the blanks.

1. These_____are new.
2. _____ dress is red. (far)
3. Those_____are blue.
4. _____woman is sick. (near)
5. _____students_____smart. (far)
6. _____sentences are_____.
7. That_____is old.
8. _____ _____is young. (near)
9. _____girls are beautiful. (far)
10. _____students are_____. (near)

WORKSHEET

PART C



Submitted by:
Joseph M. Amore, Jr.
Glenbrook North High School
Northbrook, Illinois

Topic: Singular Possessive Pronouns
Level: Beginning
Materials: Worksheet

NOTE

Possessive pronouns in English do not have to agree in number with the nouns they modify:

my book	my books
your book	your books
his/her book	his/her books

The third person singular possessive pronoun has masculine and feminine forms depending on the gender of the possessor:

John's book	his book
Mary's book	her book

These procedures can be adapted to teach the plural possessive pronouns our, your, their.

PROCEDURE

1. To introduce possessive pronouns, take a student's book, give it back to him/her, and say, "Your book."
   Repeat with several students.
   Pick up your book, clutch it toward you, and say, "My book."
   Now pick up the student's book again and ask, "My book?"
   The student should answer, "No, my book!"
   Go through the same procedure with each student. If you do not get the correct response, you may have to repeat the procedure or if necessary, try another student before giving the correct response.

2. Now model the more complete response, "This is my book."
   Then ask the student the complete question, "Is this your book?"
   If the student does not respond ("Yes, it is.") ("Yes, this is my book."), supply the correct response.

   Begin a chain drill.
   The first student points to the book and says, "This is my book."
   The first student points to the second student's book and asks, "Is this your book?"
   The second student responds.
   Continue until all the students have practiced the structure.

3. Repeat steps 1 and 2, pluralizing the nouns - your books, my books.

4. Do the Worksheet Part A orally or in writing.

over

5. Use the Worksheet Part B.
   Point to Laura. Say, "Her name is Laura." Have the students repeat.
   Point to Mike. Say, "His name is Mike." Have the students repeat.
   Point to the student nearest to you and ask, "What's his/her name?"
   Encourage students to answer with a full sentence to practice the pronoun form.
   Continue until you have asked each student's name.

6. Review the forms again. Pick up a book and ask, "Is it my book?"
   Continue asking questions using your, his, her with singular nouns.
   Pick up two books and ask, "Are these my books?"
   Continue asking questions using your, his, her with plural nouns.

7. Have the student do the fill-in exercises on the Worksheet Part C orally and then in writing.

WORKSHEET

PART A

1. What is your address?

   _____address is_____.

2. This is_____paper.

3. What are your friends' names?

   _____friends' names are_____, _____, and _____.

4. What is_____name?

   My name is_____.

5. Where are_____parents?

   My parents are in_____.

PART B

Laura

Mike

PART C

Fill in with my, your, his, or her.

1. This is Laura's book. It's _____book.
2. This is Mike's pencil. It's_____pencil.
3. Where are Laura's books? She wants_____books!
4. What is this girl's name? _____name is Laura.
5. This isn't_____paper. It's my paper.

Submitted by:
Carol A. Harrington
Thornton Community College
South Holland, Illinois

Topic: Vocabulary Development Game "What Is It?"
Level: Beginning
Materials: Worksheet, Die, Markers

NOTE

This game helps basic students learn new vocabulary words and spelling. It encourages them to use these words in structures they have already studied.

PROCEDURE

1. Use the worksheet or prepare a similar gameboard.

2. You can vary the expected responses depending on the language skill you wish to reinforce. If you want to work on:

   a. Vocabulary - Have the students identify the object by saying, "It's a lamp." "It's an apple."

   b. Vocabulary and usage - Have the students identify the object and then use the word in a sentence.
   "car - I don't have a car." "apple - I want an apple."

   c Spelling - Have the students identify the object and spell the word. "umbrella - u-m-b-r-e-l-l-a"

3. Pick one of the above skills you wish to reinforce. Demonstrate the game for <u>one</u> skill.

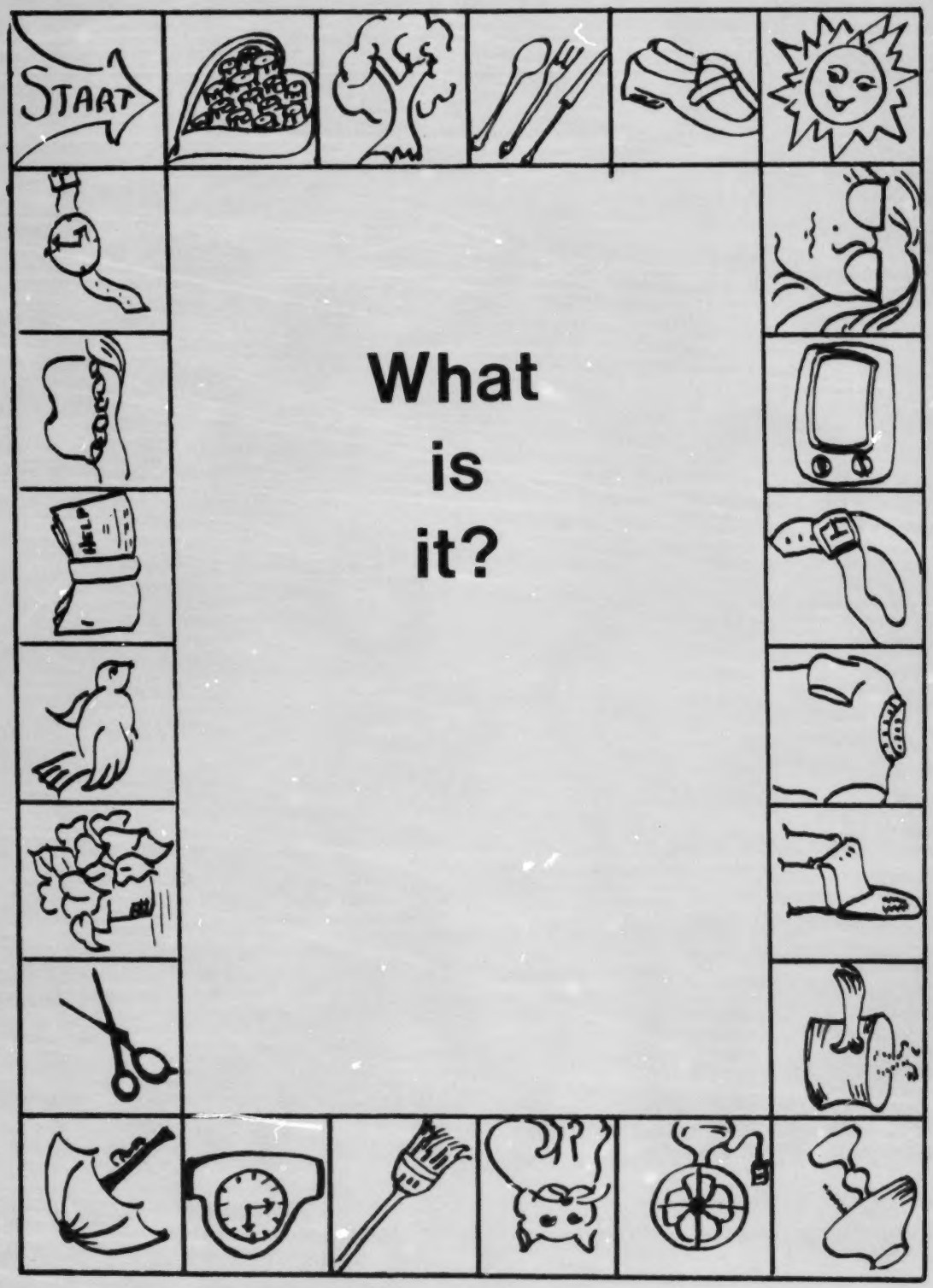
   a. Throw the die.

   b. Move the marker in a clockwise direction.

   c. Identify the picture in the space on which you have landed.
   Respond according to which skill you are reinforcing.
   If you do the task correctly, you remain on the space.
   If you cannot do the task, you must return to the space you occupied previously.

4. Have the students take turns. Perhaps a few "tries" will be beneficial. The winner is the first player to return to "START".

WORKSHEET



Submitted by:
Patricia Nordbrock
Thornton Community College
South Holland, Illinois

Topic: Coping Skill - Purchasing Groceries
Level: Beginning
Materials: Grocery Items with Price Tags, Price List of These Items

NOTE

These games are based on the popular T.V. game "The Price Is Right." The students practice estimating prices, pronouncing numbers, and asking questions. This lesson familiarizes them with the packaging of common grocery items.

To prepare for this lesson:

1. Select actual grocery items such as a box of cereal, canned vegetables, a loaf of bread, etc.

2. Make a list of their current prices.

3. Make a price tag for each item and attach it to the item. Note that you will have to conceal the price tag for a portion of the game.

PROCEDURE

To play Game 1:

1. Model the game using a few items.
   a. Hold up an item. Be sure that the price tag is concealed. Ask the students to guess how much it costs.
   b. Write each student's name and his/her guess on the board.
   c. Explain that the person who guesses a price closest to the actual price wins. You will need the price list of these items to check the correct price.

2. To determine who the winner is, show the price tag of the item. Give a small prize or a game point to the winner.

To play Game 2:

1. Select a few students to be the panel; the others are the audience.

2. Hold up an item. Be sure that the price tag is concealed.

3. Have the audience ask, "What is it?"

4. Have the panel give the correct answer.

5. Now the audience asks, "How much is it?"

6. Each panel member guesses a price. Show the correct price after guessing is completed.

7. The panel member whose guess is closest to the price wins a small prize or gets a point. Be sure that all the students get a chance to be on the panel.

LESSONS FOR BEGINNING + STUDENTS II

Submitted by:
Donna Lach
GRASP
Evanston, Illinois

Topic: Vocabulary for Family Relationships
Level: Beginning +
Materials: Worksheet

NOTE

Words that indicate certain family relationships in other languages may have no equivalent translation in English. Relationships vary in different cultures. Though Mary's husband's sister's husband is called Mary's brother-in-law in the United States, this may not be the case in another country.

This lesson does not provide complete lists of family relationships. If necessary, clarify additional relationships using stick figures.

Note that there's an additional lesson on family relationships at the Beginning Level.

PROCEDURE

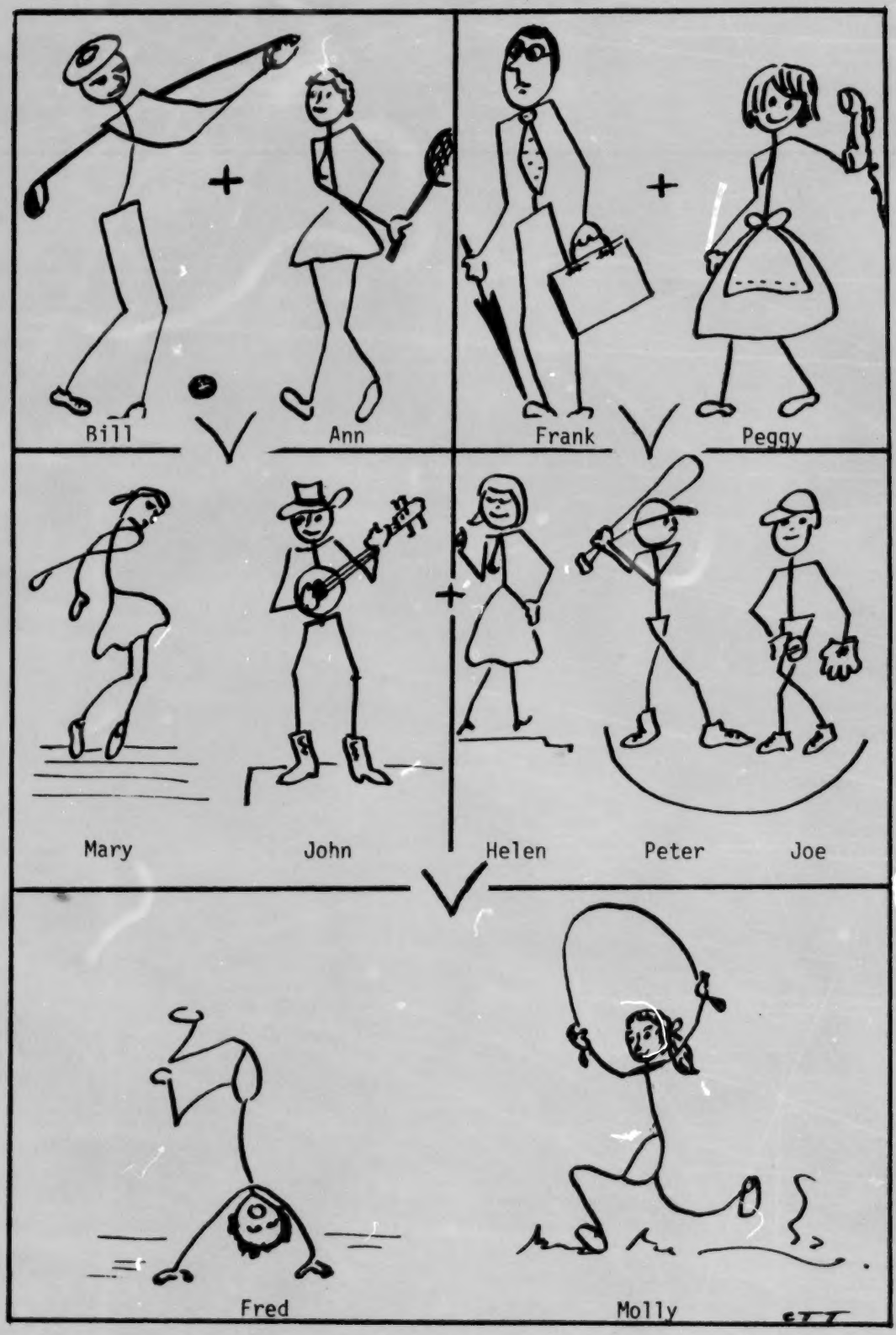
1. To introduce the lesson, use the visual.
   a. Indicate that "+" means a marriage. If necessary, show this concept by showing your ring or ring finger. However, note that in many countries the right, not the left hand, is the marriage hand.
   b. Use the Worksheet Part A. Model sentences A one by one and have the students repeat each sentence.
   c. Ask questions B. Note that each person now has many relationships even though only four questions are asked. If possible, the students should answer without looking at responses in A.*
   d. Indicate that "V" means child/children. Say that John and Helen have children.
   e. Model sentences C and have the students repeat.
   f. Ask questions D. Have the students answer without looking at the sentences.*

2. The student can complete the exercises on the Worksheet Part B, orally and then in writing.

3. For a follow-up, ask the students to bring family pictures. At the next meeting have them explain the relationships of the people in the photographs. You may wish to share some of your family pictures with the students.

*Several repetitions will be necessary.

VISUAL



WORKSHEET

PART A

A. Peggy is Frank's wife.
Peggy is Helen, Peter, and Joe's mother.

Frank is Peggy's husband.
Frank is Helen, Peter, and Joe's father.

Helen is Peggy and Frank's daughter.
Helen is Peter and Joe's sister.

Peter and Joe are Helen's brothers.
Peter and Joe are brothers.
Peter and Joe are Frank and Peggy's sons.

The children are growing up.
John is Helen's husband.
Helen is John's wife.
Bill is Helen's father-in-law.
Frank is John's father-in-law.
Ann is Helen's mother-in-law.
Peggy is John's mother-in-law.
Mary is Helen's sister-in-law.
Peter and Joe are John's brothers-in-law.

B. Who is Peggy?
Who is Frank?
Who is Helen?
Who are Peter and Joe?

C. John and Helen have children.

Molly is Bill and Ann's granddaughter.
Molly is Peggy and Frank's granddaughter.

Fred is Bill and Ann's grandson.
Fred is Peggy and Frank's grandson.

Molly is Mary, Peter, and Joe's niece.

Fred is Mary, Peter, and Joe's nephew.

Mary is Molly and Fred's aunt.

Peter and Joe are Molly and Fred's uncles.

D.

How are Molly and Fred related?

How is Molly related to Peggy and Frank?

How is Fred related to Bill and Ann?

How is Mary related to Molly and Fred?

How are Peter and Joe related to Molly and Fred?

over

WORKSHEET

PART B

Fill in the blanks.

1. Bill and Ann are_____ and wife.
2. Bill is Helen's_____.
3. _____ is Helen's mother-in-law.
4. Peter and Joe are Helen's_____.
5. Mary is Helen's_____.
6. Peter and Joe are John's_____.
7. Molly and Fred are John and Helen's _____.
8. Molly and Fred are _____and _____, _____ and _____'s grandchildren.
9. Molly is Mary's _____.
10. Fred is Mary's _____.
11. Molly and Fred call Mary _____ _____.
12. Molly and Fred call Peter and Joe _____ Pete and _____ Joe.

Tell about yourself:

Example: I am a mother-in-law.
I am a grandmother, too.

1. _____
2. _____
3. _____
4. _____
5. _____

Submitted by:
Editors

Topic: The Vocabulary of Occupations and Present Continuous Tense
Level: Beginning +
Materials: Worksheet

NOTE

The present continuous tense usually refers to action that is happening right now.
In conversation and informal writing, use the contracted form with personal pronouns.

I'm reading.	We're reading.
You're reading.	
He's/She's reading.	They're reading.

Students sometimes omit some part of the verb phrase. Be sure the entire verb phrase is used. The housewife is working in the kitchen.
She's working in the kitchen.

Supply vocabulary for your students' particular occupations.

Cultural information regarding male-female occupational roles is interesting and appropriate to discuss. Occupational roles in the U.S. go beyond stereotyped male-female roles. Some of these are:

policeman (-woman)	gas station attendant
nurse	construction worker
truck driver	fireman (-woman)

PROCEDURE

1. Use the Worksheet Part A.
   a. Point to the appropriate picture and model the word for each occupation. The students listen.

1. bus driver	8. waiter	15. gardener
2. doctor	9. policeman	16. baker
3. nurse	10. student	17. mechanic
4. dentist	11. cashier	18. custodian
5. salesman	12. housewife	19. bank teller
6. carpenter	13. housekeeper	20. factory worker
7. teacher	14. secretary	21. cook

   b. Model the words again. Have the students repeat. Some occupational terms may need to be modeled and repeated several times.

   c. Point to picture #3 and say, "I'm number 3. I'm a nurse."
   Say to a student, "You're number 11." The student should answer, "I'm a cashier."
   Continue going through the list in random fashion. The students should use the contracted form of the pronoun. Continue until the students respond with ease.

over

2. Use the Worksheet Part B.
   a. Model the sentences for each occupation as the students look at the pictures of Part A.
      Have the students listen: "The bus driver is driving a bus."
      "The doctor is working in a hospital."
      etc.

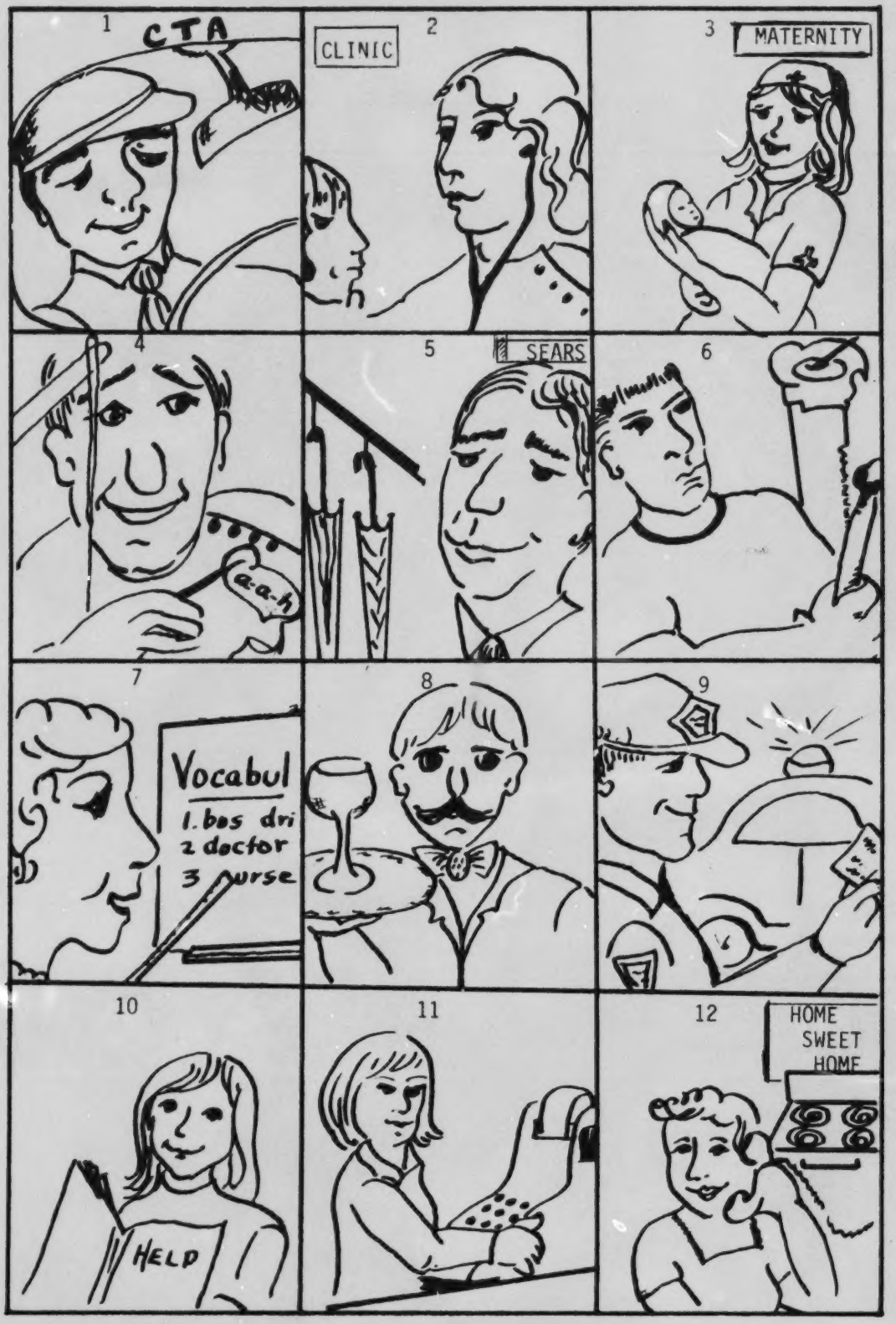
   b. Model the sentences again. Have the students repeat.

   c. Use the Worksheet Part A. Point to picture #15 and ask a student, "What's he doing?" The student should answer, "The gardener is working in the yard." Encourage the students to use--"The gardener . . ." rather than "He's" or "She's . . ." Continue referring to all the pictures.

3. Have the students complete the Worksheet Part C orally and then in writing.

WORKSHEET

PART A



over

WORKSHEET

WORKSHEET

PART B

1.	The bus driver	is driving a bus.
2.	The doctor	is working in a hospital.
3.	The nurse	is holding the baby.
4.	The dentist	is examining the patient's teeth.
5.	The salesman	is selling umbrellas.
6.	The carpenter	is sawing wood.
7.	The teacher	is teaching English.
8.	The waiter	is serving food.
9.	The policeman	is writing a ticket.
10.	The student	is studying his lesson.
11.	The cashier	is ringing up the bill.
12.	The housewife	is talking on the telephone.
13.	The housekeeper	is washing the floor.
14.	The secretary	is typing a letter.
15.	The gardener	is working in the yard.
16.	The baker	is baking a cake.
17.	The mechanic	is fixing the car.
18.	The custodian	is cleaning the building.
19.	The bank teller	is working at the bank.
20.	The factory worker	is punching in.
21.	The cook	is preparing food.

PART C

Answer yes or no.

Yes	No	
_____	_____	The bus driver is treating a sick person.
_____	_____	The mechanic is repairing teeth.
_____	_____	The cashier is ringing up the bill.
_____	_____	The housewife is doing the dishes.
_____	_____	The bank teller is cashing a check.
_____	_____	The waiter is serving the teller.
_____	_____	The saleslady is working in a hospital.
_____	_____	Your teacher is working in the factory.
_____	_____	Your teacher is studying at school.
_____	_____	You are studying English.

over

WORKSHEET

Complete the sentences.

1. The_____is building a house.
2. The_____is serving food.
3. The_____is cleaning windows.
4. The_____is preparing food.
5. The_____is baking a cake.

Answer the questions.

6. Is the bus driver driving a car or a bus?_____

_____

7. Is the waiter serving lunch or doing dishes?_____

_____

8. Is the cashier typing up the bill or ringing up the bill?_____

_____

9. Is the teller cooking in the bank or working in the bank?_____

_____

10. Are you studying or sleeping now?_____

_____

Submitted by:
Mavis Whitaker
New Trier Extension
Winnetka, Illinois

Topic: Wh-questions
Level: Beginning +
Materials: Several Interesting Objects in a Shopping Bag, Chalkboard

NOTE

The words used to ask wh-questions (questions that cannot be answered "Yes" or "No") are what, when, where, why, and how. Many opportunities must be provided to practice asking and answering questions. This lesson helps students relate the question word to the type of information requested. When the students hear the question "Who uses it?" they must understand that the answer requires information relating to a person. The relationships of the wh-question words are as follows:

when relates to time
where relates to place
what relates to an object or idea
why relates to a reason or purpose
how relates to manner or condition (how one feels, how things are)
who relates to person

PROCEDURE

1. Write the wh-question words on the board.
   Pronounce each word and have the students repeat.

2. Take the objects you brought out of the shopping bag. One by one, show them to the students. Ask the students, "What is it?" "Where do you use it?" "How do you use it?" "What color is it?" etc.

3. Return all the objects to the shopping bag. Put the bag behind you and take one item out. Hide it behind you and say, "I have something behind my back. What is it?" Have the students guess the object. Help them by modeling cue questions like the ones in #2. If necessary, point to the wh-words on the board to help them ask questions.

4. Have each student take an object from the bag and hide it. Everyone should take a turn saying, "I have something behind my back. What is it?" The other students ask questions by pointing to the wh-words on the board.

   Variation:
   Model the game: Have a student tape the picture of an object to your back. Ask several wh-questions and have the students give the information so that you can guess the object in the picture.

   Now ask a student to take a turn. If necessary, help him/her with wh-questions until he/she guesses the object. Be sure all the students take a turn.

Submitted by:
Editors

Topic: Prepositions in, on, at Indicating Address
Level: Beginning +
Materials: Worksheet, Telephone Book

NOTE

Many languages indicate location by means other than prepositions. Slavic languages use endings on the nouns to indicate location. Spanish uses the same preposition en for in, on, and at. To indicate address, in, on, and at are used as follows:

in - before continents, countries, states, cities, towns, and neighborhoods
on - before street names without the building number
at - before the building (house) number

The diagram will help the students to visualize the different meanings of in, on, and at when referring to the places people live and work. In indicates larger areas; on is used for more specific locations; at is used for the most specific place - the actual address.

PROCEDURE

1. Use the Worksheet Part A. Introduce the diagram by modeling:
   I live in North America.
   I live in the United States.
   I live in Illinois.
   I live in Skokie.
   I live on Oakton Street.
   I live at 4901 Oakton Street.

2. Use the Worksheet Part B 1 or a page from your local telephone book (White Pages). The names may be difficult for the students to pronounce, but they can be used for pronunciation practice and for acculturation.
   a. Ask, "Where does Mr. Demar live?" "Where does Ms. Deutsch live?" You may need to give the students a cue for the information you want: continent/country/state/city/street/number and street.

      The students should answer using the prepositions correctly:
      He/she lives in Illinois.
      He/she lives on Ridge Avenue.
      He/she lives at 2147 Ridge Avenue.
      Continue asking questions about other names in the directory.

   b. Ask the students, "Where do you live?" Elicit the correct answers if you need to, using cues. Encourage them to use all the prepositions of address appropriately.

over

c. Use the Worksheet Part B 2 or a page from your local Yellow Pages. Local information will be very interesting to the students. Model a sequence of questions and answers such as the following:

Where's The Milk Jug?
It's on Custer.
Where on Custer?
At 113 Custer in Evanston!

Continue asking about other local places.

3. Variations:
You can practice the prepositions in, on, and at using the following categories:

a. Neighborhoods - He lives in Uptown. I live in _____.
b. Famous people - President Reagan, the Pope, Elizabeth Taylor, etc.

Where does Yoko Ono live?
She lives in New York City.
Where do the Reagans live?
They live in Washington, D.C.

c. Famous places: the Eiffel Tower, the Kremlin, the Vatican, the United States Capitol, the Nile River, the Great Wall, Disneyland, etc.

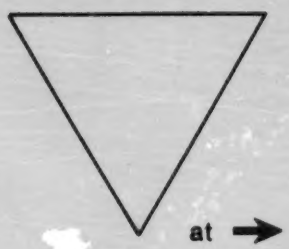
Where is the Eiffel Tower?
It's in France.
Where in France?
In Paris.

Make this very lively by eliciting all possible information with cues if necessary!
Ask for famous places in the students' native countries.

4. The students can do Part C exercises orally or in writing.

PART A

WORKSHEET



in → Skokie, Illinois, U.S.A. (North America)

on → Oakton Street

at → 4901 Oakton Street

4901 Oakton Street
Skokie, Illinois
U.S.A.

PART B 1

WHITE PAGES

Delta Gamma Sorority
618 Emerson
Delta Zeta Sorority
717 [illegible]ersity
Demar[illegible] P—2751 Hurd Av
Demar[illegible] P & Associates fund raisg
1320 [illegible]icago Av
Demar Larry E—2147 Ridge Av
Demaree S M—827 Forest Av
Demarinis Robt—562 Lincln
DeMario Ralph—801 Case
DeMars John D—831 Forest Av
Demas Gus—2527 Princetn Av
Demb Norman—320 Wesley Av
Dembo Harold S—800 Hinman Av
Demello Mark—1719 Ridge Av
DeMent Donald L—2802 Harisn
DeMeo Al—1208 South Bl
Demetrio Geo Tynan—2245 Centrl Pk Av
Demma Anthony—1604 Dobson
DEMO PAD THE—1030 Davis
Democratic Party of Evanston
1020 Church
Demopoulos Basil C—1115 Lee
Demos Jas T atty—2709 Payne
Child's Teleph—2709 Payne
DeServi Dene—2215 Noyes
Deshmukh S D—2225 Grant
Design for Living Incorporated
1525 Chicago Av
Design Partnership Inc.—820 Davis
Design Supplies Ltd.—1555 Shermn
DesJardins Jas P—616 Oakton
DesJardins Valerie—606 Forest Av
DeSloover Mary Ann—1310 Chicago Av
DeSloover Michael—2118 Ewing Av
DeSloover Walter—1320 Chicago Av
D'Esposito J Jr—1864 Sherman Av
DeStefano Jas—2700 Euclid Pk Pl
DeSwarte Bruce H—1 Calvin Cir
deTakats G MD—1 Calvin Circle Evtn
De Tappan P—2312 Park Pl
Determan Tedd—321 Lake
Detlefsen Richard B—1227 Austin
Dettelbach M—1611 Chgo Av
Detweiler E A—2719 Elgin Rd
Deutsch A—2026 Maple Av
Deutsch Alfred S—2518 Grant
Deutsch Elizabeth—2621 Park Pl
Deutsch Kenneth C—910 Washingtn
Deutsch Natasha—732 Sheridn Rd
Deutsch Raymond H—1310 Maple Av

PART B 2

YELLOW PAGES

Hollie's Supermart 1526 Greenlf Evnstn
It's Natural Foods 502 Main Evnstn
Jewel Food Stores
Stores 2722 Green Bay Evnstn
Chef's Kitchen
2722 Green Bay Rd Evnstn
JOHNSON'S SEA FOODS
Delivery Service—Charge Accounts
1004 Davis Evnstn
1004 Davis Evnstn
Main Street Mkt 503 Main Evnstn
Mid-West Store 1100 Florence Evnstn
MILK JUG THE
Open 365 Days a Year
113 Custer Evnstn
NORM'S FOODS INC
Featuring Choice Beef
Fresh Fruits & Veg Received Daily
Open Daily 8:00-AM-6:30 PM
Delivery Service Available
Phone Orders Accepted
1823 1/2 Church Evnstn
SKOKIE ORIENTAL FOOD
Foods-Gifts from Japan
China-Thailand-Philippines
3922 Dempstr Skokie

PART C You do it!

Yes	No	
_____	_____	Skokie Oriental Food is on Dempster Street.
_____	_____	The Milk Jug is at 113 Custer.
_____	_____	New York City is in New York State.
_____	_____	The Pope lives in Rome.
_____	_____	Johnson's Sea Foods is in Chicago.
_____	_____	Poland is in Europe.
_____	_____	Hollywood is in California.

1. I live in _____, _____.
2. I _____ in the United States _____ North America.
3. I live _____ _____.(number/street)
4. Mr. Demetrio lives at _____.
5. The Demo Pad is on _____.
6. Mrs. A. Deutsch lives _____ Maple Street.
7. Norm's Foods is _____ 1823 1/2 _____ Street.
8. Johnson's Sea Foods _____ at _____.
9. Dr. deTakats' office is _____ Evanston.
10. My teacher lives _____.

Submitted by:
Willard L. Puffer
Jackson Adult Education Center
Chicago, Illinois

Topic: Commands Using TPR*
Level: Beginning +
Materials: Activity I-Marker, 3x5 Cards; Activity II-1 Chair and 2 Books for each Student, Teacher Resource Sheet

NOTE

The TPR* technique, which requires total physical participation, provides a break from traditional classroom routines. It offers an enjoyable and painless way of teaching grammar and vocabulary. This technique is particularly effective for reaching students who learn best by being physically involved. Even "reluctant" students will enjoy the lesson.

PROCEDURE

ACTIVITY I - FOLLOW THE LEADER:
For sample commands, see the Teacher Resource Sheet Part A.

1. Have the students follow each other in a line as you lead them around the block or through the building.
   a. Repeat sample commands and demonstrate them by completing them yourself.
   b. Each student in turn repeats the command and then the act. It works well to have a more proficient student at the beginning of the line.

2. After the students perform each command, write each command on a separate 3x5 card.

3. When you return to the classroom, divide the cards with the commands among the students.
   a. Each student writes the commands on the chalkboard. At this time, clarify any questions about meaning.
   b. Have the students copy all the commands in their notebooks.

ACTIVITY II - THE EXERCISE WAY:
For sample commands, see the Teacher Resource Sheet, Part B.

1. Say each command clearly.
   The students repeat each command.

2. Then, you demonstrate by doing the exercise as you repeat the command. Have the students follow by doing the exercise.

3. You may need to begin slowly.
   After your class is warmed up both physically and linguistically, students may be able to do the exercise as you say the command.

*Total Physical Response.

TEACHER RESOURCE SHEET

PART A

Sample Commands:

Going throughout the building

Turn left.
Go down the stairs.
Turn _____.
Touch the locker.
Kick the garbage can.
Get a drink at the fountain.
Wipe your mouth.
Jump over the crack.
Sit down on the chair.
Go back to the classroom.

Leaving the building

Go out the classroom door.
Go into the hall.
Go outside.
Cross the street.
Step on the curb.
Walk on the sidewalk.
Touch the _____.
Kick the _____.
Pick up the _____.
Walk up the _____.
Step over the _____.
Jump over the crack.
Grab the _____.
Wait at the corner.
Go to the _____.
Sit down on the bench.
Knock on the door.
Go back to the classroom.

PART B

1. Stand up straight.
   Breathe in deeply.
   Breathe out deeply.

2. Drop your head to your chest.
   Rotate your head around.
   Do it again, down and around.
   Do it in the other direction.

3. Bend to one side.
   Bend to the other side.
   Bend forward.
   Bend back.

4. Stand beside your chair.
   Hold the back of it with your left hand.
   Kick your right leg forward.
   Kick your right leg back.
   Do it again, forward, back.
   Hold the back of your chair with your right hand.
   Kick your left leg forward.
   Kick your left leg back.
   Do it again, forward, back.

5. Place your hands on your hips.
   Twist your body to the right.
   Twist your body to the left.
   Now, twist and reach to the right.
   Twist and reach to the left.

6. Bend forward and reach down.
   Touch your toes.
   Bend down, down, down.
   Touch the floor.

7. Hold a book in each hand.
   Touch your shoulders with the books.
   Hold the books out straight to your side.
   Do it again - to your shoulders, to your sides.

8. Sit down on the chair.
   Stand up.

9. Sit on the chair.
   Raise your arms back as far as you can.
   Touch your toes.
   Sit up again.
   Do it again - arms back.
   Touch your toes.
   Sit up again.

10. Hold your hands loosely at your sides.
    Shake them out.
    Shake hands with your neighbor.

Submitted by:
Diane M. Longfield
Elgin High School
Elgin, Illinois

Topic: Coping Skill, Alphabetizing
Level: Beginning +
Materials: Index Cards, Telephone Book, Dictionary, Worksheet

NOTE

Alphabetizing is a life-coping skill. Students need to know how to use telephone books, building directories, the dictionary, and indexes. Provide opportunities for students to look up names in telephone books and words in English dictionaries.

PROCEDURE

1. Be certain students can pronounce the letters of the alphabet with relative ease.

2. Use the Worksheet Part A.
   Have students fill in the missing letters of the alphabet.

3. Test students by saying the letters of the alphabet in random order. Have the students say (write) the letter that comes after.
   Example:
   Say b, students say c, say l, students say m. Now try the same exercise, but ask for the letter before.

4. Show the value of knowing how to alphabetize and the various uses of the skill. Use the telephone book and dictionary as examples.

5. Use the Worksheet Part B-1.
   Explain how to alphabetize by first letter using Column A as a sample. Have students put the 5 words in Column B in alphabetical order.

6. Use the Worksheet Part B-2.
   Explain how to alphabetize by first and second letter, using Column A as a sample. Have students put the 5 words in Column B in alphabetical order.

7. Use the Worksheet Part B-3.
   Explain how to alphabetize by first, second, and third letter, using the words in Column A as an example. Have students put the words in Column B in alphabetical order.

8. Use the Worksheet Part C.
   Tell students that in using a telephone directory, they look first for the last name, then the first name or initial, and finally the middle initial. Point out which are last names, which are first names or initials, and which are middle initials. Be sure students understand what these terms mean.
   Landefeld - last name
   Karl - first name
   L - middle initial

over

Question students about their own names to test their understanding of the terms first name, last name, middle name or initial.

9. To practice, write each of the following names on index cards. Keep each group separate. Shuffle the cards. Have students organize the cards according to alphabetical order.

Group A	Group B	Group C
Palmer Wm.	Basta Jas. O.	Laffey Raymond P.
Palmer Wm. A.	Basta Jas. W.	Laffey Thos. P.
Palmere Sam	Basta M. C.	Laffittee Danl. D.
Palmeri Jos.	Bastar Nick	Lafflie Elmer
Palmeri Vito	Bastas Lena	Laffon Paul
Palmgren Emil	Bastek John J.	LaFico Jos. A.
Palmieri Ben J.	Basten John A.	Lafin Albert
Palmieri Chas. B.	Bastian Robt. L.	Lafita Faustino
Palminteri Robt.	Bastiani Mary	Lafita Manuel H.
Palmisano A. J.	Bustien Louis	Lafita Plinio

10. Follow-up
    a. Give students specific words to find in the dictionary.
    b. Give students a specific name to find in the telephone book. Have students record the telephone number of the person.

WORKSHEET

PART A

Print the missing capital letters (A B C) of the alphabet.

		C				G					L	
	O			R				V				

Print the missing small letters (a b c) of the alphabet.

				e					j			
n				r				v				

	Column A	Column B
PART B-1	2 man	wall
	3 pen	cat
	5 woman	book
	1 chair	money
	4 table	toy
PART B-2	4 today	apple
	2 ten	amount
	5 Tuesday	after
	3 time	all
	1 table	at
PART B-3	1 Monday	part
	4 mother	park
	3 month	paint
	2 money	pail
	5 motor	pair

PART C	Landefeld Karl L.	Lander Chas.
	Landefeld L.	Lander G. H.
	Landem Richard	Landerman Hugo
	Landen Otto	Landers Jas.
	Landeor Rudolph	Landers Jimmy

LESSONS FOR BEGINNING AND INTERMEDIATE STUDENTS

III

Submitted by:
Maurice E. Welch
Brockport ESL
Brockport, New York

Topic: Vocabulary and Pronunciation Using Word Pairs
Level: Beginning and Intermediate
Materials: Construction Paper Cut to 1 1/2" x 3", Teacher Resource Sheet

NOTE

People learn by association. Putting words in related sets helps the students remember the words and their meanings. The sets suggested on the Teacher Resource Sheet provide associations of various types: sound, grammar, meaning, numerical symbols, and word parts.

PROCEDURE

1. Select one set from the Teacher Resource Sheet to construct the game.

2. Cut construction paper to 1 1/2" x 3" size.

3. Print each word of the set you've selected on a separate card. Use a different color of construction paper each time you make a set of cards, so you can identify your sets.

To play Game 1:

1. Tell the students that they are going to play a vocabulary game - Finding Pairs.

2. Scatter a set of pairs on the table face up. Show the students one sample pair. Encourage the students to find other pairs (feet - walk).

3. After all the pairs are matched, pronounce each word of the pairs. Have the students repeat.

4. To further reinforce the words, students can make sentences using them.

5. Scatter the cards again - face up.

   a. Have one student pick up a card and pronounce the word on it. Example: eyes.

   b. A second student picks out the matching card and pronounces it. Example: see.

      Help the students with the matching of pairs or with the pronunciation when necessary.

   c. Continue until all the pairs are matched.

over

To play Game 2:

1. Tell the students that they are going to play a vocabulary game - Concentration. Tell them that they will have to look carefully and try to remember the words on the cards.

2. Shuffle a set of cards and lay them face down in rows.

3. The first player draws one word card, pronounces it, then draws a second word and pronounces it. If the player has a matching pair, he/she keeps the pair face up in front of him/her. If the cards do not match, the player returns them to their original positions on the table.

4. The second player repeats the steps, trying to remember the location of the previously drawn cards.

5. The remaining players play as above.

6. When all the cards are matched, the player with the most cards wins.

TEACHER RESOURCE SHEET

Suggested Sets

1. SENSES and BODY (18 cards)

eyes	see
nose	smell
ears	hear
fingers	touch
tongue	taste
mouth	eat
teeth	chew
feet	walk
brain	think

2. NUMBERS (28 cards)

0	zero
1	one
2	two
3	three
4	four
5	five
6	six
7	seven
8	eight
9	nine
10	ten
11	eleven
12	twelve
13	thirteen

3. RHYME WORDS (24 cards)

see	she
that	at
as	has
for	more
an	ran
was	does
by	I
this	kiss
out	about
must	rust
from	come
would	should

4. BIG WORDS (24 cards)

be-	-tween
an-	-other
him-	-self
with-	-out
how-	-ever
some-	-thing
al-	-most
govern-	-ment
presi-	-dent
develop-	-ment
al-	-though
differ-	-ent

5. PLURALS (22 cards)

day	days
he	they
she	they
man	men
year	years
person	people
state	states
world	worlds
life	lives
house	houses
woman	women

6. PLURALS (22 cards)

war	wars
point	points
room	rooms
thing	things
child	children
church	churches
family	families
country	countries
sense	senses
business	businesses
city	cities

Submitted by:
Editors

Topic: Past Tense Pronunciation
Level: Beginning and Intermediate
Materials: Worksheet, 3x5 Cards with Verbs from the Worksheet

NOTE

The past tense ending of regular verbs is spelled - ed, but has three pronunciations. The pronunciation is determined by the ending sound of the base verb.

Pronounced "id"	Pronounced "t"	Pronounced "d"
wait + ed	place + ed	All other sounds . . .
want	pass	play + ed
start	watch	clean
end	laugh	learn
need	buff	live
	jump	mail
	work	etc. . . .
	wash	

PROCEDURE

1. Write each verb from the Worksheet Part A on a 3x5 card.

2. Use the Worksheet Part A to introduce Ricardo's schedule. The students listen as you tell what Ricardo did yesterday. "At 7:00 Ricardo washed his hands and face." "At 7:05 he shaved and brushed his teeth." Complete the schedule using all the verbs.

3. Lay out the cards face up. Ask a student, "What did Ricardo do at 7 a.m.?" The student should pick up the appropriate card and answer using a full sentence, "He washed his face." If necessary, help the student construct a full sentence. Continue, using all the time frames. Be sure all the students have a chance to participate.

4. Use the Worksheet Part B. Have the students write complete sentences next to each time frame and verb. Then have them read their sentences to each other.

5. Use the Worksheet Part C. To check if the students understand that past tense verbs have three pronunciations, have them write the verbs from the schedule in the correct columns. Help them with the pronunciation.

6. Complete the lesson by having the students deduce the rules for correct pronunciation of the past tense. You may need to ask, "When do we use the 'id' sound?" etc. Write the rules on the board as you work them out together.

   Variation:
   Intermediate students can make their own schedules telling what they did yesterday. Be sure they use regular verbs.

WORKSHEET

PART A

Ricardo works at Sears in the shoe department. This is what he did yesterday.

Schedule		PART B Write sentences!
7:00 a.m.	- wash	_____
7:05 a.m.	- shave, brush his teeth	_____
7:15 a.m.	- pour coffee	_____
7:20 a.m.	- dress	_____
7:30 a.m.	- pick up the newspaper	_____
7:35 a.m.	- listen to the news	_____
7:40 a.m.	- hurry	_____
7:50 a.m.	- close the door	_____
8:00 a.m.	- walk to the bus stop	_____
8:10 a.m.	- stop to eat breakfast	_____
8:15 a.m.	- talk with friends	_____
8:45 a.m.	- punch in at Sears	_____
all day	- help customers	_____
3:30 p.m.	- walk to the cafeteria	_____
3:30-3:40 p.m.	- rest, relax, joke	_____
3:45 p.m.	- return to work	_____
4:45-5:00 p.m.	- count the money	_____
5:00 p.m.	- punch out	_____
6:00 p.m.	- cook dinner at home	_____
7:00 p.m.	- watch T.V.	_____
10:00 p.m.	- shower	_____
		_____

over

WORKSHEET

PART C

"id"	"t"	"d"

Submitted by:
Theresa Brecht
Thornton Community College
South Holland, Illinois

Topic: 3rd Person Singular Present Tense Endings
Level: Beginning and Intermediate
Materials: Worksheet, Popsicle Sticks, Chalkboard

NOTE

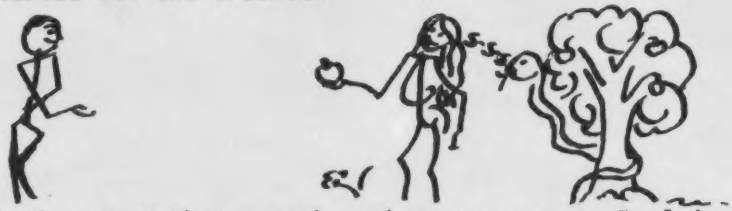
The 3rd person singular present tense verb endings (he works, she works, it works) are a problem for many ESL students. The endings are confusing because plural nouns also end in s. S, therefore, is already associated with plurals, yet he, she, and it are singular.

If you have heard, "He go to the store," "Mary drive to school," you want a way to help solve this problem. This gimmicky lesson will leave an impression and give ongoing reinforcement.

PROCEDURE

1. Duplicate as many copies of the worksheet as there are students. Have each student make a snake and paste it to a popsicle stick. Do not require anyone who is reluctant to make a snake!

2. Using stick figures on the chalkboard, recall or tell the story of the first man Adam, he, the first woman Eve, she, and the snake it, who started all the trouble.



3. Elicit the sound that a snake makes: s-s-s-s-. Explain that if they remember this story, it will help them remember to put the s on the he, she, and it forms of the present tense verbs. Write examples on the chalkboard: eats, sleeps, runs, catches.

4. Have the students read all the verbs on their snake. Ask them if they know any additional verbs. Write these on the chalkboard.

5. Explain that you will ask some questions now. When the students answer a question, they must hold up the snake any time they need to use the 3rd person singular form of the verb. That is, they will say the correct form and hold up the snake at the same time. When the other students hear anyone use the 3rd person form, they are to hold up their snakes and "hiss." (This is done in a lighthearted manner.)

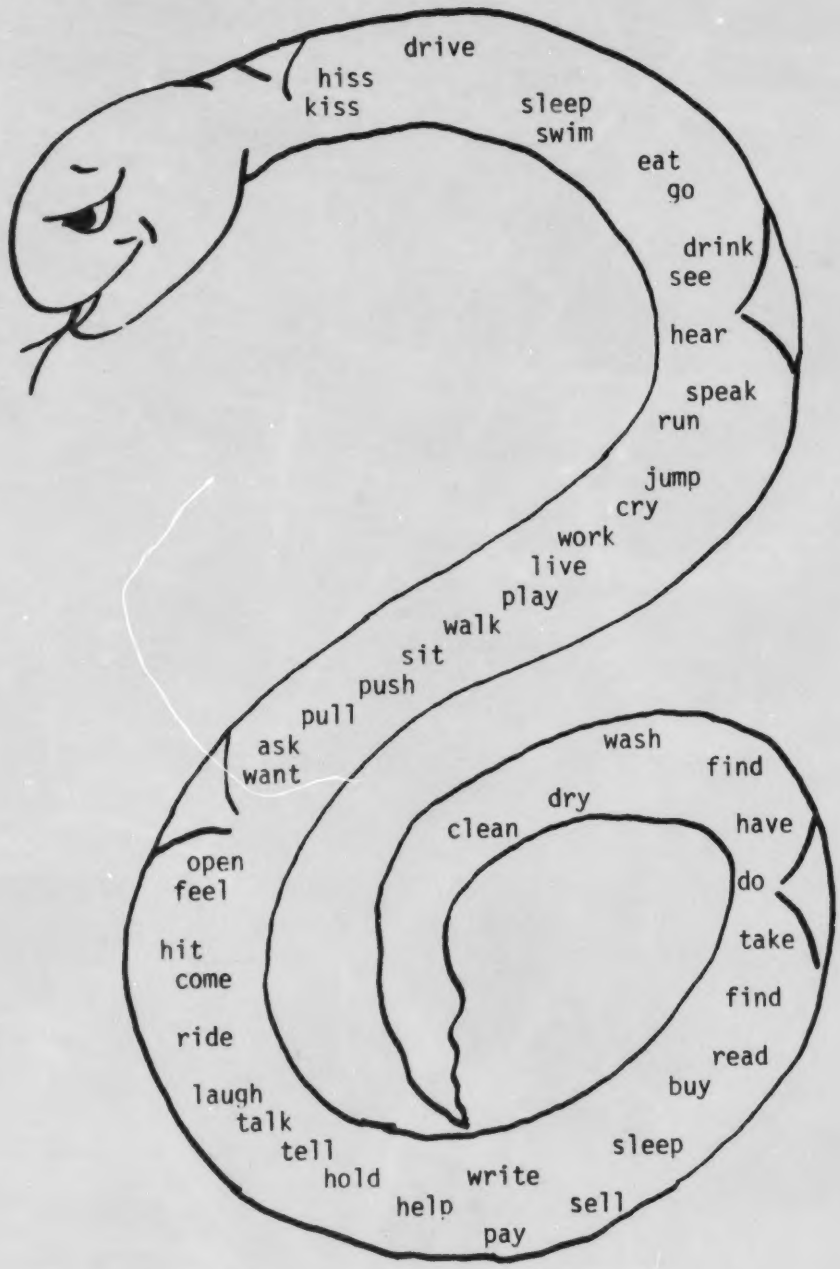
Sample questions:

Luis, where do you live?
Juan, where does Luis live?
Sofie, where do you work?
Lan, where do you work?
Luis, where do Sofie and Lan work?
How does Wanda come to school, Lan?
What time does Nasser eat, Wanda?
Where do Goro and Kaneko come from?

WORKSHEET

over

WORKSHEET


drive
hiss
kiss
sleep
swim
eat
go
drink
see
hear
speak
run
jump
cry
work
live
play
walk
sit
push
pull
ask
want
wash
find
dry
clean
have
open
feel
do
take
hit
come
find
ride
read
buy
laugh
talk
tell
sleep
hold
write
help
sell
pay

Submitted by:
Willard Puffer
Jackson Adult Education Center
Chicago, Illinois

Topic: Asking and Answering Questions - Game
Level: Beginning and Intermediate
Materials: Pictures from Catalog, 3x5 Cards, Teacher Resource Sheet

NOTE

Asking questions and giving short answers is difficult for ESL students. Teach your students a simple game, and they can use the technique to review many structures. Encourage students to continually help each other. By the end of 30 minutes of play, most students will have mastered the structures being used. In addition, the students will learn game vocabulary:

Deal the cards clockwise (counterclockwise). It's your turn.
Who's the winner? Who has won the most games?

PROCEDURE

1. Assemble a deck of cards - see Teacher Resource Sheet Part A for sample cards. (You will need 24 cards for 4 students: 25 for 5 students.)
   a. Choose a category such as vegetables, fruit, furniture, clothing.
   b. Cut out pictures and paste them on 3"x5" cards.
   c. Label each picture.

2. On a sheet of paper, print a model question (see Resource Sheet Part B).
   Example: 1. Do you have_____?

3. On another sheet of paper print the corresponding short answer replies (see Resource Sheet Part B).
   Example: Yes, I do.
   No, I don't.

4. Tell the students they are going to practice asking and answering questions. Place the model question and answer sheets in the center of the table so that all the participants can refer to them as needed.

5. Show the players each of the picture cards in the deck and have them repeat the names of the pictures.

6. Select a dealer to deal the cards counterclockwise. Demonstrate if necessary.

7. Have the player to the dealer's left (Player A) begin by asking another player (Player B) the model question: "Do you have _____?" Player A should ask for any card he/she doesn't have.

over

8. If Player B doesn't have the card asked for, he/she should reply with the negative response, "No, I don't." The next player (clockwise) then takes a turn asking the question.

9. If Player B has the card asked for, he/she gives the card to Player A and responds affirmatively, "Yes, I do."

10. Player A continues until he/she gets a negative response.

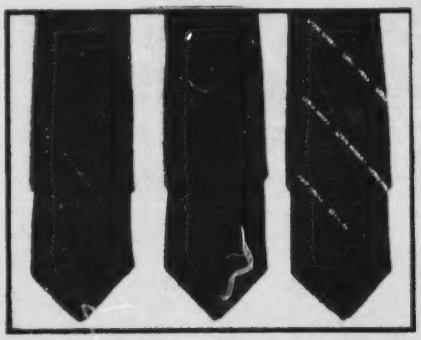
11. The player holding the most cards after 15 minutes wins the round.

TEACHER RESOURCE SHEET

PART A

Sample picture cards:

WATCH



TIES

PART B

Sample questions and answers which can be used with the cards:

1. Beginning Structures:

Questions	Answers	
a. Do you have_____?	Yes, I do.	No, I don't.
b. Are you holding (a)_____?	Yes, I am.	No, I'm not.
c. Did you cook_____yesterday?	Yes, I did.	No, I didn't.
d. Will you buy_____tomorrow?	Yes, I will.	No, I won't.
e. May I have (a)_____?	Yes, you may.	No, you may not.

2. Intermediate Structures:

a. Have you ever eaten cherry pie?	Yes, I have.	No, I haven't.
b. Had you eaten french fries before you came to the United States?	Yes, I had.	No, I hadn't.
c. Are bananas used in puddings?	Yes, they are.	No, they aren't.
d. Was the salad frozen?	Yes, it was.	No, it wasn't.

LESSONS FOR INTERMEDIATE STUDENTS IV

Submitted by:
Debra Sullivan
Morton College
Cicero, Illinois
CUSI, Chicago, Illinois

Topic: Dialogue - Learning English
Level: Intermediate
Materials: Worksheet, Chalkboard

NOTE

Although intermediate students can communicate at a basic level in English, they often feel frustrated in their efforts to move toward more fluency. The responses in this dialogue contain structures that will encourage students to give more detailed responses to questions in real-life situations.

PROCEDURE

1. Use the Worksheet Part A.

   Introduce the new vocabulary. Pronounce each word and try to elicit the meanings of the words from the students. Encourage students to clarify meanings for each other. Suggest that they find the words in the dialogue (Worksheet Part B). Provide examples or synonyms if necessary (weekend - Sat. & Sun., difficult - hard).

2. Use the Worksheet Part B.

   Read the dialogue aloud to the students. Have the students listen. Model each line and have students repeat several times without looking at their papers.

3. Pair the students and have them practice the dialogue. Correct only those pronunciation errors that interfere with comprehension.

4. Write the questions from the dialogue on the chalkboard. Have the student pairs ask and answer the questions; then reverse roles.
   a. How are you today?
   b. Did you have a nice weekend?
   c. Do you like class?
   d. Do you study a lot?
   e. Do you want to study with me every day?

   Students should provide the correct true-life response (not the answer in the dialogue). Encourage them to give longer, more informative responses as modeled in the dialogue.

5. Have the students complete the fill-in exercises on the Worksheet Part C.

WORKSHEET

PART A

weekend	working at	too busy
to be back	improving	really
things	because	I'd love to
verb tenses	so much	each other
difficult	but	It sounds like fun.

Dialogue "Learning English"

PART B

Jane: Hello, Kathy. How are you today?

Kathy: I'm fine, Jane, thank you. Did you have a nice weekend?

Jane: Yes, I did, but I'm glad to be back at school. I'm happy to be learning English. Do you like class?

Kathy: Yes, I enjoy class very much. I learn so many new things in every class. This week we're working on verb tenses.

Jane: I think English is a difficult language, and I have to keep working at it.

Kathy: Your English is improving every week. Do you study a lot?

Jane: I study every day because there's so much to learn.

Kathy: I'd like to study every day, but sometimes I'm too busy.

Jane: It's very hard to go to school and work too. You have to speak English all the time if you really want to learn the language.

Kathy: Do you want to study with me every day?

Jane: I'd love to because we can help each other.

Kathy: It sounds like fun. I'll come to your house tomorrow, and we'll start.

over

WORKSHEET

PART C

Fill in the blanks.

1. I_____ _____today.
2. I had a nice_____.
3. I'm happy to be _____English.
4. This week we're learning_____ _____.
5. _____is a very difficult language.
6. I study_____ _____.
7. I'd like to study, but I'm too_____.
8. I'll come to your house_____ and _____ _____.
9. How are you today? _____ _____ _____.
10. Did you have a nice weekend? _____, _____ _____.

Submitted by:
Carleen Szafraniec
CUSI
Chicago, Illinois

Topic: Dialogue A
Level: Intermediate
Materials: Worksheet

NOTE

Dialogues provide students with structures and vocabulary needed for everyday life. This exercise will help the students make the correct word choices for the situation. The students will also benefit from practicing the dialogue orally.

PROCEDURE

1. Use the Worksheet Part A. Go through the list as follows:
   a. Pronounce the word or expression and have the students repeat.
   b. Ask what each word or expression means.
      Ask in what situation it might be used. Elicit this information by asking questions and giving clues.
      Example:
      a la carte
      Ask, "Where have you seen this expression?"
      "Would you order from this section of the menu if you were very hungry?"
      Provide meanings only if the student cannot.

2. Use the Worksheet Part B. Have the students complete the dialogue using the words from the list in Part A. The first letter of the appropriate word is given as a clue. It works best if two students do the exercise together. After the students finish the dialogue, have them give it a title. Ask them why they chose this title.

3. Pair the students and have them practice the dialogue. Give them adequate time, helping them if necessary. Encourage the students to role play the dialogue for the group.

   Variation:
   More advanced or creative students may want to "shop" for items of their own choice. They should change only the items and the prices, not the structures.

WORKSHEET

PART A

Dialogue words:

a la carte	entree	appetizer
tempting	terrific	making a mistake
cash	kind	make up
wider	scarves	settle for
include	longer	heavier
manager's special	a couple of	do the job
least	Wouldn't you know it!	You've convinced me!
to be short on	went up	

PART B

Title of the dialogue: _____

Saleswoman: May I help you?

Susan: Yes. I'd like to buy a scarf. May I see some wool ones?

Saleswoman: What k_____ - solid colors or prints?

Susan: Solid colors, please.

Saleswoman: Here are some very nice ones!
(Susan looks at the s_____. A _____
_____ minutes pass.)

Susan: Let's see. All three are nice. I can't m_____
_____ my mind which one to buy.

Saleswoman: Would you like a little more time? (A _____
_____minutes more pass.) The blue scarf is $15, the brown one is $12, and the l_____ expensive is the red one. It costs $9.00.

Susan: My! The price of scarves w_____ u_____ since the last time I bought one. Wouldn't you know it! I really like the blue one. It's very t_____, but I'll have to s_____ for the brown one. I don't have enough money with me for the blue one.

Saleswoman: I see that you're going to pay c_____. You're getting a good buy for your money. The brown scarf is w_____ than the red one. It's l_____, too. The blue scarf may be h_____, but the brown one will d_____
_____ _____.

over

WORKSHEET

Susan: O.K. You've convinced me! I'll take the brown one.

Saleswoman: I don't think you're m_____ ___ _____.

Susan: How much is that?

Saleswoman: $13.12.

Susan: Does that i_____ tax?

Saleswoman: Yes. But, it's too bad that you don't want another scarf. We have a m_____ _____ - two of these for $20.

Susan: Sorry, I have just enough money left to buy dinner. I'm meeting my friend at that t_____ restaurant that just opened across the street. The menu is a _____ _____. I'm hungry! I'd like to order herring as an a_____. Since I'm short on cash, I'll have to settle for only an e_____.

Saleswoman: Enjoy yourself. Here's your change. So long!

Submitted by:
Carleen Szafraniec
CUSI
Chicago, Illinois

Topic: Dialogue B
Level: Intermediate
Materials: Worksheet

NOTE

This lesson can be used in conjunction with the previous dialogue, or it can be introduced as a separate dialogue.

PROCEDURE

1. Use the Worksheet Part A. Go through the list as follows:
   a. Pronounce the word or expression and have the students repeat.
   b. Ask what each word or expression means.
   c. Ask in what situation it might be used. Elicit this information giving clues.
   Example:
   daily special
   Ask, "Where have you seen this expression?"
   Student answers, "At the grocery store."
   Say, "Yes. Where else have you seen it?"
   Provide meanings only if the students cannot.

2. Use the Worksheet Part B. Have the students complete the dialogue using the words from the list in Part A. It works best if two students do the exercise together.

3. Encourage the students to finish the dialogue by writing their own endings.

4. Have the students read their dialogue endings aloud.

5. Use a corrected student dialogue ending for dictation. The ending provided below can be used instead of a student's ending.

   Susan: O.K. Then I'll have to settle for the blueberry pie.

   Waitress: The blueberry pie is our best.

   Susan: Great! Please bring me a cup of your good coffee to go with it.

   Waitress: And you, Miss?

   Mary: Susan's order sounds so good. I'll have the same.

   Waitress: Oh! That's easy. Would you like some coffee while you wait?

6. Read the dialogue ending again, line by line. Have the students write what they hear on a separate sheet of paper. Repeat each line several times.

7. The students can pair off and practice the dialogue. Some students may want to role play the dialogue for the group.

WORKSHEET

PART A

Dialogue words:

daily special
to settle for
entree
broiled
besides
a couple of minutes
tempting
to run out of
a la mode
Here you are.
menu

PART B

Dialogue "At the Restaurant"

Waitress: What would you like to order?

Susan: We need a _____ before we can order.

Waitress: Oh, I'm sorry! I'll bring you one in a minute.
(A _____ _____ _____ pass and the waitress returns.)
Here _____ _____. _____ the items on the menu we have two _____ _____.
There's _____ whitefish with baked potatoes, and we also have spaghetti and meatballs. For today only the price of these _____ _____ is $4.50.

Susan: Thank you for telling us about them. They sound _____.

Waitress: May I take your order?

Susan: Yes. For the _____ I'll have the _____ _____ - the broiled whitefish. For dessert I'd like the apple pie _____ _____ _____.

Waitress: Sorry, there's no more apple pie. That's always the first dessert we _____ _____ _____.

Susan: O.K. Then I'll have to _____

_____.

Waitress: _____.

Susan: _____.

Waitress: _____.

Mary: _____.

Waitress: _____

_____.

Submitted by:
Diane M. Longfield
Elgin High School
Elgin, Illinois

Topic: Listening to and Giving Directions
Level: Intermediate
Materials: Colored Rods

NOTE

It is necessary to listen to, follow, and give directions daily. Very specific language is required. Students need a great deal of practice in listening carefully to directions. Their ability to carry out the directions will test their comprehension.

PROCEDURE

1. Discuss the importance of giving, listening to, and following directions. Elicit specific situations in everyday life which involve directions: travel information or even simple directions on how to open a package.

2. Explain that directions start with a verb. Provide examples:
   Stand up.
   Close the door.
   Open the window.
   Have the students give directions to you. Make certain you do the action as directed.

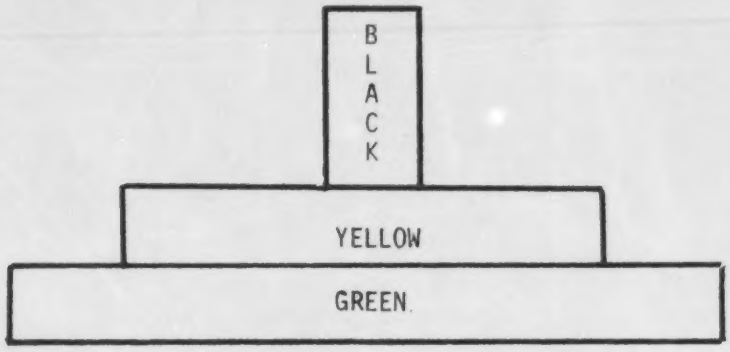
3. Practice and review words that indicate place or direction.

at	against	in front of	above
in	beside	in back of	below
on	inside	before	beneath
by	outside	behind	over
near	alongside of	between	under
with	on top of	in the middle of	underneath
together	around	opposite	across
to the right	to the left	on the right	down
up	on the left	left	right

4. Tell the students they are going to listen to and follow instructions to make a design. Distribute identical sets of colored rods to each student and reserve one for yourself. Make a simple design with your set of rods while you give the oral instructions to the students. Be sure to hide your design. Sample instructions:

over

a. Place the green rod down on the table horizontally.
b. Center the yellow rod on the green rod.
c. Stand the black rod up in the center of the yellow rod.
d. Your design should look like this:

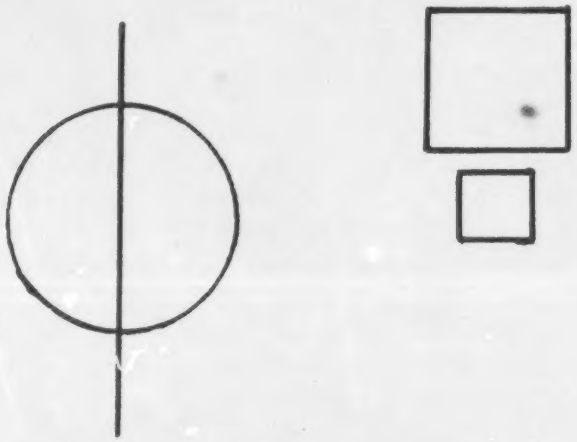


Repeat these steps until the students are successful. Vary the directions to create other designs. Encourage the students to take over the teacher role and give you or others directions.

5. Give the students the following directions. You do the drawing as you give the directions to the students. After you complete the drawing, compare the drawings and discuss any differences.

Directions to the students:

a. Take out a sheet of paper and a pencil or a pen.
b. Draw a large circle in the middle of the page.
c. Make a vertical line through the middle of the circle.
d. Put a square at the top right hand corner of the page.
e. Place a smaller square under the square.



6. Use the words in #3 and give more detailed directions. Proceed as in #5.

Submitted by:
Carleen Szafraniec
CUSI
Chicago, Illinois

Topic: Reading and Listening Comprehension
Level: Intermediate
Materials: Worksheet, Chalkboard

NOTE

Students are very interested in the background and history of people and places in their new country. Becoming familiar with stories, legends, and the local color of their area helps them in the process of acculturation.

This exercise introduces students to some interesting facts about O'Hare Airport. Other stories of this type with which you are familiar can be easily adapted to this format.

PROCEDURE

1. Write the following words on the chalkboard. They are needed to understand the story and the exercises.

pilot	hero	quiet	Irishman
teach	bombers	win	fought
taught	busy	won	Medal of Honor
luggage	busiest	next	passengers
to name	to resume	fight	war

   a. Say one word at a time. The students repeat.
   b. Elicit definitions if possible, giving as many clues as necessary. It is good practice for students who already know the meaning of these words to give definitions in English.

2. Read the story on the Worksheet Part A and have the students listen.
   a. Hand out the worksheet and have the students read Part A silently.
   b. Pair the students and have them read aloud to each other. Circulate about the room listening and correcting only if you cannot understand the student.
   c. Ask a willing student to read the story aloud. Have other students read aloud.

3. Have students do the exercise on the Worksheet Part B without looking back at the story. Check the answers together.

4. To reinforce vocabulary, the students can do the fill-in exercises in Part C.

WORKSHEET

PART A

A SHORT PROFILE OF O'HARE AIRPORT

O'Hare Airport Named for Pilot Hero

Butch O'Hare was a quiet Irishman from Chicago's South Side. He is the man for whom O'Hare Airport is named.

Navy Capt. G. F. Rodgers wrote of O'Hare: "He was a very fine pilot who taught us well."

On February 20, 1942, O'Hare by himself shot down five of nine Japanese bombers. He was the first Navy person of World War II to win a Medal of Honor because of his work.

What Was the Name of O'Hare Airport Before It Was Renamed?

The name of the airport was Orchard Place Airport. This is why you read the letters ORD on tickets put on luggage at the airport.

O'Hare Is the Busiest Airport

Chicago's O'Hare Airport is the busiest in the world. The next busiest are the airports in Atlanta, Georgia, and Los Angeles, California. O'Hare had 41.4 million passengers in 1976. Atlanta had 27.3 million passengers and Los Angeles had 26 million. Heathrow Airport in London, England, was fourth with 23.2 million passengers. The airport in London is the busiest in Europe. The second busiest airport in Europe is Orly Airport in Paris.

over

PART B

Answer the questions with short answers.

1. What is the name of the person for whom O'Hare Airport is named? _____.
2. What was his occupation? _____.
3. What was the name of O'Hare Airport before it was renamed? _____.
4. In what war did O'Hare fight? _____.
5. Which is the busiest airport in the world? _____.
6. Which are the next two busiest airports? _____. _____.
7. Where is Orly Airport? _____.
8. Where is Heathrow Airport? _____.
9. What is the busiest airport in Europe? _____.
10. What does ORD mean? _____.

PART C

Fill in the blanks with words from the list below.

pilot	teach
quiet	won
busiest	bombers
hero	taught
win	Medal of Honor
Irishman	luggage

1. Butch O'Hare was a a)_____ b)_____ from Chicago's South Side.
2. Navy Captain G. F. Rodgers wrote of O'Hare, "He was a very fine c)_____ who d)_____ us well."
3. O'Hare shot down five e)_____.
4. He was the first Navy person to f)_____ a g)_____.
5. O'Hare Airport was named for a pilot h)_____.
6. Tickets on i)_____at O'Hare say "ORD."
7. O'Hare is the j)_____airport in the world.

Submitted by:
Editors

Topic: Comparative
Level: Intermediate
Materials: Worksheet, Chalkboard

NOTE

To compare two unequals, three rules determine the form:

a. Add -er + than to one-syllable adjectives and adverbs.
   The Cadillac is bigger than the V.W.
b. Add -er + than to two-syllable adjectives and adverbs that end in -y.
   The sports car is fancier than the V.W.
c. Add more and than to all other multisyllable adjectives and adverbs.
   The V.W. is more economical than the others (the Cadillac and the sports car).

PROCEDURE

1. To introduce the idea of comparison, hold up two objects - books, pencils, etc. Ask, "Which book is bigger?" Elicit a full response such as, "The yellow book is bigger than the green one." Repeat with several more objects.

2. Use the visual.
   a. Have a student compare the sizes of the Cadillac and the V.W. If necessary write big as a cue on the chalkboard. The response should be, "The Cadillac is bigger than the V.W."
   b. Have a student compare how the sports car and the V.W. look. Write a cue word if necessary. The response should be, "The sports car is fancier/prettier than the V.W."
   c. Have a student compare the V.W., the sports car, and the Cadillac as to gas mileage. The response should be, "The V.W. is more economical than the sports car and the Cadillac."

3. Use the Worksheet Part A.
   a. Read sentence #1.
   b. Have students make similar sentences using the words provided under the sentence.
   c. Continue with sentences #2 and #3. Check that students change the verb for a plural subject.
   d. Help the students formulate the rules on the chalkboard. You may need to ask leading questions such as:
      How many syllables does small have?
      How many separate sounds does interesting have?
      How are the adjectives in each group alike?

4. The student can do the fill-in exercises, Part B, orally or in writing. Each set of fill-in sentences corresponds to the sections in Part A. Students can substitute their own answers or use those suggested in Part A.

over

5. Use the Worksheet Part C.
   a. Say, "I'm going to tell you about Richard and Tony. They are applying for jobs as salesmen. Richard is . . . "
   b. Have the students compare Richard and Tony. You may need to begin as follows:
      Richard works harder than Tony. Tony takes it easy.
      Tony is more elegant than Richard. Richard is casual. Richard is younger than Tony.
   c. Ask the students which man they would hire as a salesman. Why? Encourage the students to answer using the comparative form. Ask them what job the other man could do well.

VISUAL

WORKSHEET

PART A

1. My hair is longer than yours.

waist	small
house	big
coat	old
baby	young
mother	short
father	tall

2. This car is shinier than that one.

bedroom	pretty
dog	ugly
book	easy
typewriter	noisy
dress	fancy
box	heavy

3. Paris is more exciting than Chicago.

Love letters	interesting
Roses	beautiful
Monkeys	intelligent
Frank	careful
Armchairs	comfortable
Calculators	accurate

PART B

Complete the exercise orally or in writing.

1. _____waist is smaller than _____.

   My parents' house_____ bigger than my house.

   My mother_____ _____than my father.

   English_____ _____ than _____.

2. This disco dress is_____ than _____.

   The furniture in her house is _____ than my furniture.

3. The love letters I write are_____ _____ _____the ones I receive.

   My parents are _____ _____than we are.

   Usually, women are_____ _____drivers than men.

PART C

Richard
- works hard
- is casual
- is 24 years old
- is careful
- is shy
- is nervous
- is serious
- is punctual
- is quiet
- is intelligent
- is plain

Tony
- takes it easy
- is elegant
- is 48 years old
- is careless
- is friendly
- is relaxed
- is amusing
- runs late
- is talkative
- is shrewd
- is handsome

Submitted by:
Myrna Lynn Hammerman
Oakton Community College/MONNACEP
Des Plaines, Illinois

Topic: Writing Letters
Level: Intermediate
Materials: Chalkboard, Worksheet

NOTE

This exercise is based on a theory for teaching reading.
a. A student can best communicate what she/he does or thinks about.
b. What she/he says can be written down by the teacher.
c. What has been written can then be read, corrected, and copied by the student with limited teacher feedback.

This type of exercise can be very effective when it is adapted into a writing lesson.

PROCEDURE

1. Use the Worksheet Part A to acquaint the students with an informal letter.
   a. Read the letter aloud. Ask a student to read it aloud.
   b. Point out the sender's address and the date.
   c. Discuss the customary greeting "Dear_____." Then discuss the customary closing "Sincerely yours."

2. Use the Worksheet Part B-1. Discuss the greetings and closings listed. Help the students understand that some are formal, some are informal, and others are only used between close friends or family members.

3. Use the Worksheet Part B-2.
   a. Point out the placement of the receiver's address.
   b. Discuss ZIP codes and their importance.
   c. Point out the option for placement of the return address.
      1. It can go on the front left corner of the envelope.
      2. It can go on the back of the envelope flap.

4. Have the students look at the form of the letter in Part A. Ask them to compare it to the blank form on the Worksheet Part C. Do they notice that it is the same form?

5. The students can now decide what they want to write about and to whom. Ask a volunteer to dictate (tell) her/his letter to you.
   a. The student dictates her/his letter to you. On a sheet of paper or the board write down exactly what the student says.
   b. Once the letter is completed, read it back to the student.
   c. The student now reads it silently.
   d. Errors (in grammar, word order, etc.) are corrected as the student draws attention to them or as she/he requests information during the reading stages. The student will not detect all the errors.
   e. When the student is finished reading and correcting, explain why any further corrections are needed. BE CAREFUL NOT TO REWRITE! Correct only those errors that interfere with understanding the meaning of the letter.

over

6. Each student should dictate a letter. Follow the same procedure as above.

7. The students should copy their letters in the blank on the worksheet.

WORKSHEET

PART A

1802 Rogers Avenue
Glenview, Illinois 60025
November 1, 1981

Dear Mrs. Darling,

Please excuse Becky for being absent from school Friday. She had an earache, so I took her to the doctor. He gave her drops to put in 3 times a day. Please have the nurse put the drops in at noon today.

If Becky needs to make up any work, please send it home. Thank you!

Sincerely yours,
Carmen Gonzales

PART B-1

Greetings:

Hi!
Dear_____

Closings:

Sincerely,
Sincerely yours,
Love,
See you soon!
Fondly,
As ever,
Yours truly,

PART B-2

Carmen Gonzales
1802 Rogers Avenue
Glenview, Illinois 60025

USA 20¢

Mrs. Soyna Darling
Pleasant Ridge School
Glenview, Illinois 60025

over

WORKSHEET

PART C

LESSONS FOR INTERMEDIATE AND ADVANCED STUDENTS V

Submitted by:
Helene de la Rosa
Oakton Community College/MONNACEP
Des Plaines, Illinois

Topic: Vocabulary - Animal Imagery
Level: Intermediate and Advanced
Materials: Worksheet, Chalkboard

NOTE

Many animal images carry over from one language to another. For example, the idea of the "sly fox" can be traced to Greek fables. Similar images are a part of the folklore of most cultures. Students can relate to some English expressions because there are similar images in their native languages. However, other animal expressions are uniquely American. It is important to introduce students to idioms with animal imagery as they are frequently used in conversation.

PROCEDURE

1. Use the visual. Ask the students what images they associate with these animals. They are probably already familiar with some images:

busy as a bee	slow as a snail
wise as an owl	dirty as a pig
stubborn as a mule	proud as a peacock
quiet as a mouse	gentle as a lamb
silly as a goose	blind as a bat

2. Use the Worksheet Part A.
   a. Discuss each animal image. Have the students use each expression in a sentence.
   b. Ask the students if the animal represents the same thing in their culture.

3. Write the construction "as_____ as a_____" on the chalkboard.
   a. Give some examples that the students may already be familiar with such as: NBC, as proud as a peacock; as wise as an owl; as gentle as a lamb.
   b. Use the Worksheet Part B. Have the students fill in the matching words. Discuss the answers.

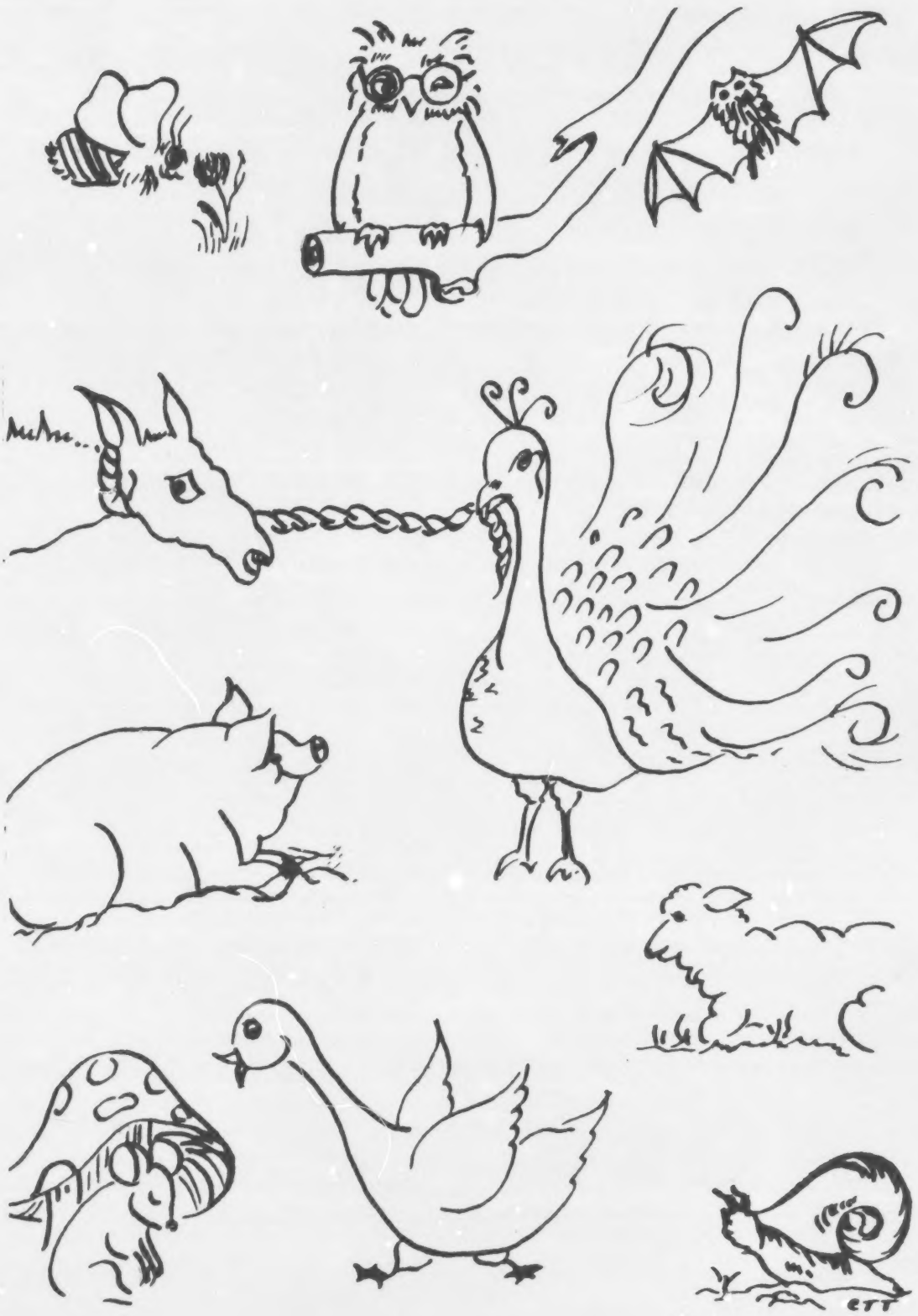
Answer key:

1. n	6. a	11. f
2. m	7. k	12. b
3. h	8. i	13. d
4. l	9. e	14. j
5. c	10. g	

4. Use the Worksheet Part C. Have the students fill in the blanks orally or in writing. Possible answers: frog, horse, foxy, dog, wolf, turkey.

Follow-up Activity:
Using the expressions in Parts A and B, have students formulate their own paragraphs similar to the one in Part C. Have them leave the spaces blank. The teacher can later make copies of the students' work (with their permission, of course) and use them for a future exercise with the same students.

VISUAL



over

WORKSHEET

PART A

A Guide to Animal Idioms

1. bull - nonsense or idle talk
2. a bull market - rising prices (as opposed to a "bear" market of declining prices)
3. a cat - a gossiping woman
4. a cluck - a stupid person
5. a crab - a person who complains, is ill-tempered
6. a dog - a woman who is ugly
7. to go to the dogs - to go to ruin, deteriorate
8. to put on the dog - to try to impress someone
9. to let sleeping dogs lie - to keep things as they are
10. a donkey (also an ass) - a stupid or stubborn person
11. a queer duck - an unusual person
12. a cold fish - a person who is not affectionate or friendly
13. a foxy lady - a pretty girl
14. a frog in one's throat - a hoarseness in speaking
15. a goose - a silly or ridiculous person
16. to cook one's goose - to ruin one's chances or plans
17. a monkey - a mischievous child
18. a pig - a person who acts like a pig, one who is filthy or coarse (the character "Pigpen" in Peanuts)
19. a rat - a cowardly person who deserts his friends
20. to rat on - to inform, betray
21. a turkey - a failure, a stupid person
22. to talk turkey - to get to the point, discuss in a practical way
23. a wolf - a man who flirts with women
24. to cry wolf - to give a false alarm

NOTE: Many of the above expressions are informal or slang.

WORKSHEET

PART B

Choose the animal that completes the expression.

1. as quiet as a _____	a. ox
2. as proud as a _____	b. beaver
3. as blind as a _____	c. lark
4. as stubborn as a _____	d. dog
5. as happy as a _____	e. lamb
6. as strong as an _____	f. bee
7. as sly as a _____	g. owl
8. as quick as a _____	h. bat
9. as gentle as a _____	i. bunny
10. as wise as an _____	j. horse
11. as busy as a _____	k. fox
12. as crafty as a _____	l. mule
13. as sick as a _____	m. peacock
14. as healthy as a _____	n. mouse

PART C

The man told us about a_____in his throat. "It happened today. I was as healthy as a_____. Then I met a_____lady. I tried to put on the_____. She ignored me. She told me that I was a _____. Now I feel like a real_____."

Submitted by:
Judy Guitton
San Jose State University
San Jose, California

Topic: Vocabulary - Acronyms
Level: Intermediate and Advanced
Materials: Worksheet, Chalkboard

NOTE

Abbreviations and acronyms (words formed from initials) are commonly used in conversation and informal letter writing. Students have already encountered them and are very curious about their meanings.

PROCEDURE

1. Write the following abbreviations and acronyms on the chalkboard: PS, OK, ZIP.
   a. Ask the students if they know what they mean. Supply the meanings if the students cannot: PS - postscript; ZIP - Zone Improvement Program; OK - yes (possibly from an old spelling oll korrect.) Explain that these are examples of words formed from initials.
   b. Ask the students if they can think of other words of this type. Have them write their examples on the chalkboard. Ask them whether words are sometimes formed this way in their native language.

2. Use the Worksheet Part A. Ask the students about each word, its meaning and its use.

3. If the students are advanced, explain that these initial words are called acronyms. There are different kinds of acronyms. After explaining the following categories, ask the students if any of the words on the Worksheet Part A fit these categories.
   a. Attention-getting words: Often the original words are deliberately chosen to form attention-getting acronyms. The name of this handbook is a good example - HELP, formed from Handbook for English Language Paraprofessionals. The word ZIP helps give the idea of quick mail delivery.
   b. Slang: Sometimes acronyms are used as slang words: OD'd means overdosed; TGIF means Thank God It's Friday.
   c. Replacement: In many cases, the acronym has replaced the original word. Radar, which comes from radio detecting and ranging, is an example of this. GI, which comes from government issue, has come to mean soldier.

4. Use the Worksheet Part B. Ask the students to guess what these acronyms stand for. Encourage them to use their dictionaries. Provide the answers only if the students cannot.
   Answer key:
   1. Sealed With a Kiss
   2. Ante Meridian
   3. Collect on Delivery
   4. Doctor of Dental Surgery
   5. Pretty Darn Quick
   6. Zone Improvement Program
   7. Equal Rights Amendment
   8. White Anglo-Saxon Protestant
   9. Situation Normal - All Fouled Up
   10. Government Issue

WORKSHEET

PART A

ASAP	as soon as possible
AWOL	absent without leave
BA	Bachelor of Arts
BLT	bacon, lettuce, and tomato (sandwich)
BS	Bachelor of Science
BYOB	Bring your own bottle.
c/o	in care of
GI	government issue (soldier)
IOU	I owe you
IQ	intelligence quotient
KO	knock-out
MA	Master of Arts
MD	Doctor of Medicine
M & M's	a kind of candy (melts in your mouth)
MS	Master of Science
OD	overdose
OJ	orange juice
OK	all right; yes
PhD	Doctor of Philosophy
PS	postscript
R & R	rock and roll; rest and recuperation
RIF	reduction in funds
RN	registered nurse
RSVP	Respondez s'il vous plait - Please reply.
Rx	drug prescription
TGIF	Thank God it's Friday.
TLC	tender loving care
TV	television
UFO	unidentified flying object
VIP	very important person

PART B

What do these acronyms stand for?

1. SWAK _____
2. AM _____
3. COD _____
4. DDS _____
5. PDQ _____
6. ZIP _____
7. ERA _____
8. WASP _____
9. SNAFU _____
10. GI _____

Submitted by:
Marion Stern
CUSI
Chicago, Illinois

Topic: Vocabulary - U.S. Geography
Level: Intermediate and Advanced
Materials: Dictionary with U.S.A. Supplement or Atlas, Worksheet

NOTE

Students are very interested in learning about the United States. This lesson will teach students about the geography of the U.S.A. Encourage students to bring in road maps or pictures of places they have visited in the United States.

These are the states of the continental U.S.* and the regions under which they are classified.

Midwestern States	New England States	Rocky Mountain States
Illinois	Maine	Montana
Indiana	Vermont	Idaho
Ohio	New Hampshire	Wyoming
Missouri	Massachusetts	Nevada
Kansas	Connecticut	Utah
Nebraska	Rhode Island	Colorado
South Dakota		
North Dakota	Southwestern States	Southern States
Minnesota	Arizona	Florida
Iowa	New Mexico	Louisiana
Wisconsin	Texas	Arkansas
Michigan	Oklahoma	Mississippi
		Alabama
Pacific Coast States	Middle Atlantic States	Georgia
Washington	New York	South Carolina
Oregon	Pennsylvania	North Carolina
California	New Jersey	Virginia
	Delaware	West Virginia
	Maryland	Kentucky
		Tennessee

*Alaska and Hawaii are not part of the continental U.S.

PROCEDURE

1. Use the Worksheet Part A
   a. Introduce the map, asking students to point out the state they are in, i.e., Illinois. Ask them if they know what region Illinois is in (Midwestern). If necessary, explain that regions are sections of the country.
   b. Say, "I'm going to read the names of the states in the Midwestern region. With your pencil, lightly shade in each state as I read it." After all the states of the region are shaded in, have the students outline the borders of the region. Continue until all the regions are completed.
   c. Ask students in what other regions of the U.S. they have lived or traveled.

over

2. Use the Worksheet Part B.
   Ask students what these words describe (land forms and water forms). Try to elicit the definitions from students, encouraging them to use their dictionaries. Help them with the definitions, if necessary. Ask students to look at the map (Worksheet Part A) and to give examples of land and water forms in the U.S.

3. Use the Worksheet Part A.
   Discuss the individual states, starting with your local state. Use the Dictionary Supplement or Atlas to discuss interesting facts about the state, e.g., local industries, natural phenomena, the logo the state puts on license plates, the state capital, and the important cities in the state. Discuss states of particular interest to your students. To encourage conversation, ask them why they chose the state they're in, if they've lived in other states, and if there's a state they'd like to move to and for what reason.

4. Use the Worksheet Part C as a test. Have the students write in as many regions and states as they can remember.

WORKSHEET

PART A

PART B

MOUNTAINS	
DESERTS	OCEANS
PENINSULAS	LAKES
OFFSHORE ISLANDS	RIVERS
MAINLAND	CANALS
BAYS	GULFS

WORKSHEET

PART C

Submitted by:
Cynthia J. Johnston
Belleville Area College
Belleville, Illinois

Topic: Vocabulary and 3rd Person Singular
Level: Intermediate and Advanced
Materials: Worksheet, Chalkboard

NOTE

Learning the names of household items and gadgets is of interest to ESL students. Expressing their functions in common everyday English is difficult.

This lesson also reinforces the use of the impersonal pronoun it and the 3rd person present verb ending (warms; tightens).

PROCEDURE

1. Introduce the lesson by asking the students to name some common household items or gadgets.

   Gadget will no doubt be a new vocabulary word. Help students reach a definition by giving clues:
   It's usually small.
   It's used for a specialized purpose.
   It's a kind of instrument, but it's not a musical instrument.
   There are many kitchen gadgets.
   An egg slicer is a gadget.

   a. Encourage the students to name unusual or interesting household gadgets. Write them in a list on the board. You may need to stimulate their thinking by giving some examples:
      1. apple slicer
      2. egg slicer
      3. potato peeler
      4. garlic press
      5. eyebrow pencil sharpener
      6. hot lather dispenser
      7. electric egg scrambler
      8. shoe horn
      9. electric shoe polisher
      10. bun warmer
      11. seal-a-meal
      12. lint brush

   b. Go back to the beginning of the list and ask, "What does an apple slicer do?" The students should answer, "It slices apples." You may need to elicit the appropriate answers. Encourage the students to discuss the functions of the gadgets and reach an agreement.

2. Use the Worksheet Part A.
   a. Read through the list together. Discuss any unfamiliar items.
   b. Have the students fill in the gadget or item next to its function. Remind the students that there may be several correct answers.

over

3. Use the Worksheet Part B.
   a. Read through the list together. Discuss any unfamiliar items.
   b. Have the students fill in the gadget function next to the item.

4. When everyone has finished, have the students share their answers. If the students are unable to provide acceptable answers, use the following key:

PART A

1. a blanket; a quilt
2. a screw driver
3. an alarm clock
4. salad servers
5. a smoke alarm; a plug-in light timer
6. a bathroom scale
7. scissors; saw; knife
8. a calculator; a slide rule
9. hair dryer; blow dryer; curling iron; curler (roller)
10. crock pot; microwave oven; electric frying pan

PART B

1. It dries your clothes.
2. It cuts the lawn.
3. It helps you reach (climb).
4. It plays your programs.
5. It mixes your food (recipes).
6. It plays music.
7. It pops corn.
8. It helps you pound. (It pounds nails.)
9. It does the laundry. (It washes clothes.)
10. It cleans the carpet.

WORKSHEET

PART A

THIS IS WHAT IT DOES	THIS IS WHAT IT IS
1. It warms your body.	a blanket; a quilt
2. It tightens screws.	
3. It starts your morning.	
4. It tosses your salad.	
5. It protects your home.	
6. It checks your weight.	
7. It helps you cut.	
8. It solves your number problems.	
9. It styles your hair.	
10. It cooks your meals.	

PART B

1. It dries your clothes.	a clothes dryer
2.	a lawn mower
3.	a stepstool; a stepladder
4.	a radio
5.	a mixer; a blender; a food processor
6.	a stereo; a record player; a tape deck
7.	a corn popper
8.	a hammer
9.	a washing machine
10.	a vacuum cleaner

Submitted by:
Barbara Henek
Evanston Township High School
Evanston, Illinois

Topic: Conversation - A Survey
Level: Intermediate and Advanced
Materials: Worksheet, Chalkboard

NOTE

Intermediate and advanced ESL students may still be hesitant to speak with Americans. This task-oriented exercise helps them enter into a conversation on a structured basis. It also helps the students to formulate questions and to collect, tabulate, and interpret the responses. From the responses, the group as a whole can practice drawing conclusions.

This survey activity can be adapted for other topics such as school policies, qualities desired in a spouse, standards of beauty, etc.

PROCEDURE

1. Discuss with the students why they have changed apartments or moved during their lives.

2. Tell the students they will conduct a survey on this topic. They must formulate questions they would ask people concerning why they moved. Use the sample survey as a model.

3. Tell the students they should ask five Americans the survey questions. The Americans might be from work, school, the neighborhood, etc. The students should record the results.

4. When the students return with the results, tabulate the information on the chalkboard.

5. Discuss the results. Encourage the students to draw conclusions.

   Variation:
   The students can write a follow-up paragraph explaining what they have learned about the topic from conducting the survey.

WORKSHEET

SAMPLE SURVEY

Why People Move

1. How many apartments or houses have you lived in since you were born?

2. What problems did you have while moving?

3. What problems did you have in adjusting to each new apartment and neighborhood?

4. Why has your family moved? Check the answers that apply:

_____ a. Closer to schools

_____ b. Closer to work

_____ c. Closer to family

_____ d. Better job

_____ e. Climate

_____ f. Less expensive housing

_____ g. Other reasons:

Submitted by:
Judy Guitton
San Jose State University
San Jose, California

Topic: Conversation - Values Clarification
Level: Intermediate and Advanced
Materials: Worksheet, Chalkboard

NOTE

Values clarification is extremely important for ESL because values are culturally rooted. Students need to be aware of the mainstream values in the U.S. This type of activity requires real communicative use of English and inspires lively conversation.

PROCEDURE

1. Use the worksheet. Tell the students they are going to be asked to give their opinions about how people reacted in ten different situations. Go over the instructions on the worksheet. It is important that everyone understand the task. They have to rate the ten situations in rank order from least OK (1) to most OK (10).

2. Pair the students. Tell them to read through all of the situations first. Allow 15-20 minutes for them to discuss and decide on their rank orders.

3. After the students have finished, read each situation and ask the students how they ranked it. You may want to make a chart on the chalkboard.

Sample:	Maria	Hiro	Lee	Emily
a.	#1	#2	#1	#4
b.	#4	#3	#8	#1
c.				
etc.				

4. Now the students can discuss their decisions. They should explain why they chose as they did. In the course of the conversation, you can point out how cultural expectations in the U.S. regarding friendship, politeness, the law, etc. may be different from those in their native country. It is important that all opinions be respected.

WORKSHEET

Please rank the following (from 1 to 10) in the order that you think they are OK or not OK. For example, if you think (a) is the least OK, mark it #1. If you think (c) is the most OK, mark it #10, and so on.

_____ a. Kim asked Tony, "Do you like my new dress?" He thought it was too short, but he didn't want to hurt her feelings, so he said, "Yes, it's very pretty."

_____ b. Paul said he would pick up his friend Lan at 8:30 to take him to school in his car. At 8:30 Paul called Lan and said he wasn't going to school that day.

_____ c. Little Clara took a cookie before dinner. When her mother asked her, "Did you take a cookie?" Clara said, "No."

_____ d. Eddie took a tape deck from a parked car. When the police asked him, "Did you take the tape deck?" Eddie said, "No."

_____ e. An American was telling Lee how to find the post office. The American talked too fast, and Lee couldn't understand him. However, when the American asked him, "Do you understand?" Lee said, "Yes."

_____ f. Bob had a few beers with some friends after work. When he got home 2 1/2 hours late, he told his wife he was late because he had to work late.

_____ g. Ali thinks his English class is boring. He wants more grammar. He thinks it is impolite to ask his English teacher to teach more grammar, so he misses class frequently and gives the teacher excuses.

_____ h. Maria is unhappy; she misses her family and her country. An American neighbor asks her, "Do you like it here?" She answers, "Oh yes, very much!"

_____ i. A used car salesman tells his customer that a car is in excellent condition and has a new engine. Actually, the car does not have a new engine, and it needs a new battery, too.

_____ j. Mr. and Mrs. Mitchell tell their children, "If you're not good, Santa Claus won't bring you any Christmas presents!"

Submitted by:
Roselyn L. Schiff
Loop College
Chicago, Illinois

Topic: Conversation
Level: Intermediate and Advanced
Materials: Closed Circuit TV, Worksheet

NOTE

ESL students need to practice communicating in a variety of ways. A stimulating approach is for students to see and hear themselves and their classmates on television. This method will help them assess and improve specific problems they have with English.

PROCEDURE

1. Pair the students. Tell them they are going to practice interviewing each other in front of the television camera. The students will be a bit nervous at first. Assure them that they will have fun.

2. Use the worksheet. Read and discuss Steps 1, 2, and 3 of the procedure for taping. The questions in Step 3 can be on any topic. If you wish, you can prepare a list of topics that will interest your students or use the list of suggested topics provided below.

   Tell the students to avoid yes/no questions and questions that require only a short response. "Do you prefer large or small families?" is a better question than "How many children do you have?"

3. Allow the student pairs time to meet and talk <u>before they prepare their questions</u>. They are not to practice answering the questions.

4. After the questions have been prepared, proceed with the taping.

5. Play back the completed tapes twice. The students are initially surprised, so they need a second viewing to be able to assess themselves more objectively.

   Ask students to comment on their own presentations. You may need to ask them leading questions such as: What did/didn't they like? What differences did they see between the introduction and the question-answer session? When were they more relaxed?

Suggested Topics and Sample Questions:

1. Credit cards: Are credit cards commonly used in your country?
2. Marriage: What is the usual age for women to marry in your country? How much of the housework do you think a husband should do?
3. Housing: How are American houses different from those in your country?
4. Clothing styles
5. The role of women
6. Educational systems
7. Holidays
8. Climate - weather
9. Courtship customs
10. Child rearing

WORKSHEET

Procedure for taping

Name:

Partner's Name:

Time and Date of Taping:

1. Partner One introduces himself/herself by giving the following information:

   a. Name

   b. Native country and language

   c. One thing about himself/herself, such as food he/she doesn't like, classes in the U.S., his/her family, job, etc.

2. Partner Two introduces himself/herself in the same manner.

3. Partner One asks Partner Two five questions he/she has prepared in advance. (The questions should be on topics of interest to both.)

   Write your questions.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

4. Partner Two asks Partner One his/her prepared questions.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

Submitted by:
Carol Diaz
Oakton Community College/MONNACEP
Des Plaines, Illinois

Topic: Reading Comprehension
Conversation
Level: Intermediate and
Advanced
Materials: Worksheet

NOTE

Students are very interested in discussing superstitions. This lesson introduces them to common American superstitions and encourages them to share superstitions from their native cultures.

PROCEDURE

1. Introduce the topic of superstitions by asking the following questions:
   a. What do you say when someone sneezes?
   b. Is it bad luck for a black cat to cross your path?
   c. What do you do when you yawn?
   d. Did you ever get up on the wrong side of the bed?
   e. Do you wear a good luck charm? What is it?
   f. Are you afraid to walk under a ladder?
   g. Do you believe something bad will happen if you break a mirror?
   h. Do you throw salt over your shoulder for good luck?

2. The students will be very eager to talk about superstitions from their native cultures. Encourage them to share a superstition and how it started.

3. Use the Worksheet Part A.
   Elicit definitions for each word. Encourage the use of dictionaries if necessary.

4. Use the Worksheet Part B.
   a. Have the students read the selection silently.
   b. Discuss the reading. Clarify anything the students do not understand.

5. Use the Worksheet Part C.
   Have the students fill in the blanks with T or F for True or False.
   Go over the exercise together.

WORKSHEET

PART A

superstition	spirit	snap (fingers)
magic	evil	charms
crabby	generation	witches
disguise	pierce	turn into
rituals	servants	

PART B

Superstitions

Some superstitions are new. Some very old ones started hundreds of years ago when many people believed in magic. These superstitions have been handed down from generation to generation. Today, even though most people do not believe in magic, they still perform superstitious rituals.

Long ago, people thought that evil spirits lived in trees, in animals, and in the air. It was thought that humans could frighten spirits by snapping their fingers. People pierced their ears and wore charms in them to keep evil spirits away. Of course, earrings today are just fashionable.

People covered their mouths when they yawned so that bad spirits could not enter their bodies. Today, covering one's mouth is just considered polite.

Nowadays, if you are crabby, someone might say, "You got up on the wrong side of the bed!" This expression comes from a time when people believed that the right foot had to touch the floor first or they would have a bad day.

Not so long ago, some people believed that witches were real. They thought that black cats were witches' servants. After serving a witch for seven years, a black cat could turn into a witch. However, a witch could turn into a black cat any time she wished. The question was: When you saw a black cat, was it <u>really</u> a cat or was it a witch?

PART C

True-False: If a sentence is true, write "T"; if it is false, write "F."

1. _____ All superstitions are from the past.

2. _____ Even though they don't believe in magic, many people perform superstitious rituals.

3. _____ People used to pierce their ears to be more beautiful.

4. _____ If you are crabby, someone might say, "You got up on the wrong side of the bed."

5. _____ Witches were the cats' servants.

Submitted by:
Carolyn Reiner
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Des Plaines, Illinois

Topic: Spelling - Phonics
Level: Intermediate and Advanced
Materials: Teacher Resource Sheet, Chalkboard

NOTE

It is an impossible task to learn to spell English words by memorization. A phonetic approach to spelling gives students general rules to help spell words they do not know.

Keep a list of words that are troublesome to your students. Keep working on this list until the students are able to spell the words correctly in their written work.

Make up a weekly spelling lesson using one phonic rule. These rules are supplied in the Teacher Resource Sheet Part A. Additional words can be taken from functional word lists and from ESL texts.

PROCEDURE

1. Prepare a pretest. (See the Resource Sheet Part B for a sample test for Lesson 6.) Tell the students that this test will show them which words they can spell and which ones they need to learn.
   a. State the phonic rule that will help them spell some of the words on the test. Give examples:
   "The k sound is sometimes spelled with ck at the end of a word or syllable."
   clock pocket
   b. To give the test: Say the word; use it in a sentence; then repeat the word.
   "luck
   I have no luck in winning the lottery.
   luck"

2. After the test, the students correct their own papers as you write each word on the chalkboard. Analyze each word. For example:
   kick (write this on the board)
   Say, "K sound at the end of the word is spelled ck. There is one vowel in the word - i; it follows the short vowel rule. You can hear all the sounds this word makes."

3. Have the students study only the words they misspelled. List these hints on the chalkboard and have the students study their words according to these hints.
   a. Look at the word.
   b. Say it aloud.
   c. Cover the word and write it.
   d. Check the spelling.
   e. If the word is correct, go on to the next word.
   f. If it is incorrect, repeat steps a, b, c.

over

If the students wish, they can team up with another student. Student A can dictate Student B's list; Student B spells the words. They can then switch roles.

Allow four or five days for the students to study their words.

4. Give a post-test.
Tell the students that this test will show them they have mastered new words.
   a. State the phonic rule and give examples:
   "The k sound is sometimes spelled with ck at the end of a word or syllable."

clock	pocket
crack	chicken

   b. Give the test as before, but give the words in random order.
   c. After the test, the students check each other's papers as you write each word on the chalkboard.

TEACHER RESOURCE SHEET

PART A

Lesson 1: Short Middle Vowel
Rule: In one-syllable words with one vowel in the middle, the vowel has the short sound.
Example: sun fish help car

Lesson 2: Long Double Vowel
Rule: In words with two vowels together, the first vowel is long and the second vowel is silent.
Example: coat week goes die

Lesson 3: This lesson emphasizes words that do not follow the rules stated in Lessons 1 and 2.
Example: heart break death

Lesson 4: Silent E
Rule: In words containing a vowel and ending with an e, the first vowel is long and the final e is silent.
Example: write wife shine use

Lesson 5: Two-letter Consonants
Rule: Some consonant letter combinations stand for one consonant sound: ch, sh, br.
Example: should children brush church

Lesson 6: K Sound
Rule: The k sound is usually spelled ck at the end of a word or syllable.
Example: stock thick kick chicken

Lesson 7: C and G
Rule: C has the s sound and g has the j sound when followed by e, i, or y.
Example: city since orange gym

Rule: C has the k sound and g has the "hard g" sound when followed by a, u, or o.
Example: cute cat forgot gasp

Lesson 8: Silent Consonant Letters
Rule: Some consonants are silent when they are together with another consonant.
Example: know kitchen whose comb talk

Lesson 9: Vowel Before R
Rule: The ŭr sound has the following spellings: ear, er, ir, or, our, ur.
Example: pearl shirt journey burn her

Lesson 10: Final Y
Rule: When a word ends in y, the y has the long e sound.
Example: busy easy already angry

TEACHER RESOURCE SHEET

Lesson 11: More Vowel Sounds

Rule: oi: The oi sound is spelled oi in the middle of a word, but it is spelled oy at the end of a word.

Example: noise employ

Rule: oo: The oo sound is spelled oo before d, k, and f.

Example: roof stood book

Rule: $\hat{o}$: Before l and after w and qu, it is spelled au.

Example: haul quarter

Rule: $\hat{o}$: At the end of a word, it is spelled aw.

Example: straw

Rule: $\bar{a}$: In the middle of a word, the $\bar{a}$ sound is spelled ai; at the end of a word, it is spelled ay.

Example: jail bait always Friday

Lesson 12: Homonyms

Rule: Homonyms are words that sound alike but are spelled differently and have different meanings.

Example: piece-peace road-rode sea-see

Lesson 13: Word Endings

Rule: Three common endings of English words are ing, ly, and ful.

Example: interesting lovely helpful

Lesson 14: Contractions

Rule: A contraction is a shortened form of two words. The apostrophe shows where letters have been left out.

Example: shouldn't she's we'll they're I'd doesn't

PART B

Sample Pre and Post-Test

K-Sound Spellings

luck	stock	chicken
truck	crack	jacket
clock	thick	pocket
sock	kick	movies
address	neighbor	whether

The k sound is usually spelled with ck at the end of a word or syllable.

Submitted by:
Lynn Tietsworth
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Topic: Writing - Self-Introduction
Level: Intermediate and Advanced
Materials: One Ditto Master per Student

NOTE

This lesson provides a writing sample with background information about the student. It familiarizes the students with each other and provides opportunities for quiet or shy students to fully participate.

PROCEDURE

1. On a ditto master prepare and run off a one-page introductory paragraph about yourself. Include such information as your name, training, where you live, what you enjoy doing, what you do well, and how you feel about the new class.

2. Distribute your self-introduction. Explain that the students are to write similar introductions about themselves for other students in the class.

   Read through your introduction. Allow the students to ask questions or to make comments. Encourage them to write their comments and questions on the sheet below your introduction.

3. Distribute a ditto master to each student and demonstrate how to use it.

   Have each student write a self-introduction on his/her master.

   Collect the ditto masters.

4. After class, run off the ditto masters - one copy of each ditto for each student.

NEXT CLASS SESSION

1. Distribute a copy of each introduction to every student. Have the students read through each introduction. Ask them to respond to each introduction with a written comment at the bottom of the page. The comment may be on what the person said or it may be a question.

2. Collect the introductions and redistribute each to its "owner." Allow a short break for the students to read their "mail" and encourage them to respond in person to the comments they've received.

Submitted by:
Helene de la Rosa
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Des Plaines, Illinois

Topic: Coping Skill - Finding a Job
Level: Intermediate and Advanced
Materials: Worksheet or Ads from Local Newspaper, Chalkboard

NOTE

Checking the "Help Wanted" ads in the newspaper is a good way to initiate a job search. In order to decipher ads, students need to understand the abbreviations and terms used in the classified section. They can then practice answering an ad.

PROCEDURE

1. Use the Worksheet Part A or provide ads from a local paper.
   a. Read the 3 ads to the students.
   b. Use the Worksheet Part B to clarify terms and abbreviations the students don't understand.
   c. Have the students reread the ads silently. Then discuss the procedures for applying for the jobs advertised in #1 and #2. Ask them how they would apply for the job advertised in #3. (They need to write to answer this ad.)
   d. Pair the students and have them practice applying for one of the jobs. Ask willing students to role play for the group.

2. Use the Worksheet Part C.
   a. Have the students follow along as you read aloud.
   b. Clarify any questions the students have.
   c. Have the students answer the questions and do the matching exercise orally or in writing. Discuss the answers.

   Additional Activity:
   a. Go through the classified section of the newspaper and have the students select ads they would like to answer. Most local newspapers will provide copies to educators. It is best if each student has a copy of the same paper so that the group can discuss the same ads.
   b. Pair the students and have them write simple dialogues in which they apply for the job in the ad. Have them role play their dialogue for the group.

WORKSHEET

PART A

#1

DRIVERS WANTED
Northbrook/Glenview area.
Full or part-time. Ill. Lic.
$4.25 - $5.75 per hour. Need
car. Will train. Call for
appt. 555-0781

#2

MECHANIC
Expd. in foreign, Datsun.
Apply in person 9 am to 3 pm
Dan's Garage
28 S. Main
Mundelein, Ill.
Equal Opportunity Employer M/F

#3

SECRETARY
Typing, shorthand, and dictaphone skills
required. Good opportunity for right
person. Excellent fringe benefits. Salary
open! Reply in confidence to:
Box - 333
Chicago Tribune 60611

PART B

1. apply in person - to go to the company and ask for the job
2. appointment (appt.) - arrangements need to be made ahead of time
3. equal opportunity employer (EOE) - the boss will not discriminate because of race, sex, etc. if you qualify
4. experienced (expd.) - you have done this job before
5. fringe benefits - the extras the company gives you like vacations, sick days, etc.
6. full-time - usually 40 hours per week
7. in confidence - the information you give is kept private
8. license (lic.) - a document that allows you to perform a certain service, a driver's license, beauty operator's license
9. opportunity - a good chance
10. part-time - less than 40 hours per week
11. reply - to answer
12. required - needed, necessary
13. salary open - you can discuss the amount you will get
14. skills - what you can do well, your training
15. will train - the company will teach you

WORKSHEET

PART C

Reading

If you are looking for a job, you will want to look in the newspaper. You can find "Help Wanted" advertisements (ads) in the Classified Section. Ads use abbreviations and omit many words.

Many ads say "Fringe Benefits." These are the extra things the boss will give you in addition to a salary or pay. Examples of fringe benefits are hospitalization, insurance, discounts, vacations, and a retirement plan.

A special kind of ad is a blind ad. To apply for the job, you will write to an address, but there is no company name. Usually you write to a box number at the newspaper. You must be careful when you reply to a blind ad because you don't know who wants to hire you. Ad #3 is an example of a blind ad.

When you answer an ad, always do what the ad says. If there is a telephone number, call. If the ad says to apply in person, go for an interview. If it says to write, send a letter. This shows that you are a good worker and can follow directions.

Exercises

A. Answer the questions:

1. What is a fringe benefit?

2. What is a blind ad?

3. Where do you find want ads?

4. When do you go in to apply for the job?

5. Why do you do what the ad says?

B. Matching

1. salary_____	a. boss
2. many_____	b. worker
3. employer_____	c. a lot of
4. job_____	d. pay
5. employee_____	e. employment

Submitted by:
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Jackson Adult Education Center
Chicago, Illinois

Topic: Coping Skill - How to Buy a Used Car
Level: Intermediate and Advanced
Materials: Worksheet, Chalkboard

NOTE

Owning and operating a car is considered by many to be the fulfillment of the American dream. Be that as it may, buying a used car can be a very traumatic experience. It need not be if the potential purchaser closely follows the suggestions listed in the lesson.

PROCEDURE

1. Ask the students what experiences they or their friends have had when they were looking for a used car.

2. Ask the students to suggest ways of avoiding problems when purchasing a used car. List these on the chalkboard. Use the Worksheet Part A. Have the students read and discuss the list; then have them compare it with the suggestions on the board.

3. Use the Worksheet Part B. Allow enough time to go through each item on the checklist. Be sure the students understand the underlined words. They are crucial to using the checklist. Ask the students for definitions. Give clues as necessary.

4. Have the students look at the cartoon on the Worksheet Part C. To help them understand the cartoon, ask:
   a. What does "to give a deal" mean?
   b. What does it usually mean when we say, "I wouldn't even give my _____ a deal like this!"
   c. What is the double meaning in the salesman's words?
   d. What is the double meaning in the sign?
   e. Is Honest John honest? Would you buy a car from Honest John?

WORKSHEET

PART A

HOW TO BUY A USED CAR

Here is some general advice that will help when you want to buy a used car:

1. Know your dealer. Do you know anything about him/her? How has he/she treated other customers? Ask friends. Find out as much as you can about the dealer.

2. Check a particular dealer with the BETTER BUSINESS BUREAU of your city. They can tell you the number of times customers have complained against a dealer. Many complaints mean that several customers have had trouble with a dealer.

3. What kind of protection does the dealer offer should something happen to the car after you own it? This is called a warranty or guarantee. Read it carefully. How long are you protected? What parts of the car are protected?

4. Do you have a friend who is an expert auto mechanic? Ask him/her to go with you and inspect a used car you might want to buy. Ask him/her to bring as much auto testing equipment as possible.

   If you do not have a friend who is an expert auto mechanic, perhaps you can ask someone to recommend a mechanic to you. You could save a great deal of money and avoid problems by having someone who knows cars go with you.

5. Have the auto mechanic use the checklist, Worksheet Part B.

over

PART B

USED CAR CHECKLIST

GENERAL CONDITION:	YES	NO
Any signs of an accident(s)? A new paint job? Ripples, creases along the doors?	____	____
Look underneath the car. Can you see rust?	____	____
While underneath the car, check for a bent frame	____	____
TIRES:		
Are they in good condition? Is there much tread left?	____	____
Are they worn evenly?	____	____
UNDER THE HOOD:		
Is the battery corroded?	____	____
Is the oil filter very dirty?	____	____
Is the air filter clean?	____	____
Hoses, belts - good condition?	____	____
RADIATOR:		
Is the coolant rusty (red in color) or dirty?	____	____
In general, is the engine filthy?	____	____
INSIDE THE CAR:		
Any dials or knobs missing?	____	____
Does the air conditioner give out cold air? Does it work?	____	____
Does the heater give out hot air?	____	____
Does the radio work? Do both AM and FM work?	____	____
Do the instrument lights work?	____	____
Does the horn work?	____	____
Do the windshield wipers work?	____	____
Do the windshield washers work?	____	____
Does the emergency brake work?	____	____

USED CAR CHECK LIST

	YES	NO
ELECTRICAL SYSTEM:		
Do the headlights, parking lights, taillights, back-up lights, brake lights, and turn indicators work?.....	____	____
Does the car start easily?.....	____	____
LEAKS: (DO YOU SEE THESE COLORS ON THE GROUND?)		
Black for oil.....	____	____
Pink for transmission fluid.....	____	____
Green-yellow for coolant.....	____	____
START THE CAR. RACE THE ENGINE FOR A SHORT TIME. DO YOU SEE SMOKE COMING OUT OF THE EXHAUST PIPE? WHAT COLOR IS IT?		
Blue smoke indicates that it is burning oil.....	____	____
Black smoke indicates that it needs a tune-up.....	____	____
Gray smoke indicates trouble with the transmission fluid. Better forget this car!.....	____	____
Automatic transmission: Does it jerk when gears are shifted?.....	____	____
Manual transmission: Do the gears shift smoothly?.....	____	____
BRAKES:		
Do you have to press your foot down to the floorboard to stop?.....	____	____
Do the brakes squeal when you apply them?.....	____	____
Does the car pull to one side when the brakes are applied?	____	____

IF THERE ARE MORE NOES THAN YESES, you'd better look at another car.

GOOD LUCK!

over

WORKSHEET

PART C

Submitted by:
Jane Rubinstein
Sunburst/Sunshine
Niles, Illinois

Topic: Vocabulary - Game
Level: Intermediate and Advanced
Materials: Chalkboard

NOTE

This is an adaptation of the popular television game "Family Feud." The students may already be familiar with the game. This lesson will help students to increase their vocabulary and improve their listening skills.

PROCEDURE

1. Choose five of the questions below and write them on the chalkboard:
   a. Name five electrical appliances in your home.
   b. Name five things you would find at a picnic.
   c. Name five subjects commonly studied in school.
   d. Name five popular sports in the United States.
   e. Name five free things to do in Chicago.
   f. Name five American holidays.
   g. Name five things you would take on a car trip across the United States.
   h. Name five things you would see at a wedding in the United States.

   If you decide to write your own questions, be sure that they are suitable to the level of your group.

2. Ask the students to write the answers to the five selected questions on a sheet of paper. Collect the papers.

3. On a sheet of paper, list the top five answers to each of the questions according to the number of people who chose them.
   Example:
   Five electrical appliances in your home.
   1. TV - 6
   2. Refrigerator - 6
   3. Washer - 5
   4. Toaster - 4
   5. Coffee maker - 3

4. Begin the game by dividing the group into two teams. On the board write:
   1._____
   2._____
   3._____
   4._____
   5._____

   a. Ask the first member of Team 1 to name one household electrical appliance.
   b. If the answer appears on your list of most frequent responses, write the answer on the board. Go on to the next player on the same team. If the answer does not appear on the list, put an X on the board. An X is a "strike"; only two strikes are allowed.

over

c. Each member of Team 1 gets a turn until five correct answers are given (thereby winning the game), or until Team 1 has two strikes.
d. If Team 1 gets two strikes, Team 2 gets one chance to answer.
e. If Team 2 answers correctly, it wins the round. If not, Team 1 wins the round.

5. The winning team gets to begin the second round. Start each round with a new question. "Name five things you would find at a picnic." Follow the same procedures as in Step 4.

6. Complete rounds 3-5 as indicated above.
The team that wins three out of five rounds is the winner.

LESSONS FOR ADVANCED STUDENTS VI

Submitted by:
Marilyn Antonik
Oakton Community College/MONNACEP
Des Plaines, Illinois

Topic: Idioms
Level: Advanced
Materials: Worksheet, Chalkboard

NOTE

Because idioms are such an important part of our language, students need practice using them. Idioms are hard to understand. The meaning cannot be determined from the individual words. For example, keep this under your hat has a meaning apart from the separate words.

A good technique for helping students remember idioms is to present them in categories. They can be categorized by grammatical structure - two-word verbs, adjectives, phrases, etc. - or by their meaning - proverbs, themes (color, animals), etc. This lesson helps students associate idioms by themes.

PROCEDURE

1. To introduce the topic of idioms:
   a. Write on the chalkboard, "Idioms are a pain in the neck."
   b. Ask the students, "Do you agree with this statement?"
   c. If the students are puzzled, explain that even though they know the meaning of each word, they still may not be able to understand the special meaning of the words together.
      a pain in the neck = a person, thing, or happening that gives one a feeling of annoyance or displeasure

2. Use the Worksheet Part A.
   a. Read as the students follow.
   b. Ask the students what these idioms have in common (colors).
   c. Encourage the students to guess at the meaning of each idiom from the context. To help them understand idioms from context, you may need to point out words such as but, which show contrast.
   d. Encourage the students to discuss and share similar idioms from their native language.

3. Use the Worksheet Part B.
   a. Point out to the students that this is the same story, but with the idioms omitted.
   b. From the list provided in Part B, have them choose the expression with the same meaning as the deleted idiom; then have them fill in the blank.
   c. Have them read the finished paragraph.
   d. If the students have a difficult time figuring out the correct expressions, use the idioms in other sentences. Discuss any questions that come up.

over

4. Use the Worksheet Part C.
   a. Pair the students.
   b. Have each pair define the idioms in this section orally or in writing.
   c. Have the pairs write sentences using ten of the idioms.
   d. Ask the students to share their sentences and definitions. Have them put these on the chalkboard. You may need to help them correct their sentences and definitions after they put them on the board. This can be a good learning experience when handled gently and diplomatically.

WORKSHEET

PART A

Colors

Today is a RED-LETTER DAY! OUT OF THE BLUE I received a letter from my friend, Peggy. She hadn't been feeling well for a while, but she is IN THE PINK now. She told me that her family had finally cut through a lot of RED TAPE and bought a small flower shop. Her dad had talked until he WAS BLUE IN THE FACE to convince her mother that the business would be out of THE RED and IN THE BLACK by next year. That's very possible since Peg's sisters and brothers all have GREEN THUMBS.

As for me, I no longer HAVE THE BLUES. Receiving a letter from a friend is special.

PART B

Use the phrases below to fill in the blanks.

feeling good or feeling much better
debt
feel sad
a memorable or special day
a talent for making things grow
Unexpectedly
delays and competition (bureaucracy)
he became very excited and emotional
making money

Today is a _____. _____
I received a letter from my friend, Peggy. She hadn't been feeling well for a while, but she is _____now. She told me that her family had finally cut through a lot of _____ and bought a small flower shop. Her dad had talked until he _____ _____in order to convince her mother that the business would be out of _____ and _____ by next year. That's very possible since Peggy's sisters and brothers all have _____.

As for me, I no longer _____.
Receiving a letter from a friend is special.

over

WORKSHEET

PART C

white sale

white lie

white elephant

whitewash

in black and white

the pot calls the kettle black

black out

to be caught red-handed

to see red

to roll out the red carpet

paint the town red

between the devil and the deep blue sea

once in a blue moon

a bolt from the blue

yellow-bellied

yellow or green around the gills

blue Monday

brown bagger

Submitted by:
Marilyn Antonik
Oakton Community College/MONNACEP
Des Plaines, Illinois

Topic: Idioms
Level: Advanced
Materials: Worksheet, Chalkboard

NOTE

Because idioms are such an important part of our language, students need practice using them. Idioms are hard to understand. The meaning cannot be determined from the individual words. For example, keep this under your hat has a meaning apart from the separate words.

A good technique for helping students remember idioms is to present them in categories. They can be categorized by grammatical structure - two-word verbs, adjectives, phrases, etc. - or by their meaning - proverbs, themes (color, animals), etc. This lesson helps students associate idioms by themes.

PROCEDURE

1. To introduce the topic of idioms:
   a. Write on the chalkboard, "Idioms are a pain in the neck."
   b. Ask the students, "Do you agree with this statement?"
   c. If the students are puzzled, explain that even though they know the meaning of each word, they still may not be able to understand the special meaning of the words together.
      a pain in the neck = a person, thing, or happening that gives one a feeling of annoyance or displeasure

2. Use the Worksheet Part A.
   a. Read as the students follow.
   b. Ask the students what these idioms have in common (animals).
   c. Encourage the students to guess at the meaning of each idiom from the context. To help them understand idioms from context, you may need to point out words such as because, which show cause and effect.
   d. Encourage the students to discuss and share similar idioms from their native language.

3. Use the Worksheet Part B.
   a. Point out to the students that this is the same story, but with the idioms omitted.
   b. From the list provided in Part B, have them choose the expression with the same meaning as the deleted idiom; then have them fill in the blank.
   c. Have them read the finished paragraph.
   d. If the students have a difficult time figuring out the correct expressions, use the idioms in other sentences. Discuss any questions that come up.

over

4. Use the Worksheet Part C.
   a. Pair the students.
   b. Have each pair define the idioms in this section orally or in writing.
   c. Have the pairs write sentences using ten of the idioms.
   d. Ask the students to share their sentences and definitions. Have them put these on the chalkboard. You may need to help them correct their sentences and definitions after they put them on the board. This can be a good learning experience when handled gently and diplomatically.

WORKSHEET

PART A

Animals

Today my family and I went to our first party in our neighborhood. Because it was a new experience, I HAD BUTTERFLIES IN MY STOMACH. It was RAINING CATS AND DOGS, and we had to walk to the Kellys' home. I was MAD AS A WET HEN because my new shoes were ruined by the rain. When we arrived, we realized we were trying TO PUT ON THE DOG and were too dressed up. We felt LIKE FISH OUT OF WATER.

Mrs Kelly, the hostess, was BUSY AS A BEE trying to discover who had LET THE CAT OUT OF THE BAG by telling her husband about the surprise party. She was having difficulty talking because she wasn't feeling well and HAD A FROG IN HER THROAT. Mr. Kelly, a politician, was trying TO TALK TURKEY to some of his guests about problems in government. However, his friends didn't want to OPEN THAT CAN OF WORMS.

All the children were HAPPY AS LARKS. Some were MONKEYING AROUND, but others were QUIET AS MICE. All the children agreed that the party was THE CAT'S MEOW.

PART B

Fill in the blanks using the phrases below.

very angry	felt uneasy and nervous
was hoarse	talk about a messy situation
fooling around	very quiet
talk seriously	to pretend to be very elegant
out of place	very happy
very special	not kept the secret
raining very hard	very busy

Today my family and I went to our first party in our neighborhood. Because it was a new experience, I_____. It was_____and we had to walk to the Kellys' home. I was _____ because my new shoes were ruined by the rain. When we arrived, we realized we were trying _____and were too dressed up. We felt _____.

Mrs. Kelly, the hostess, was_____ trying to discover who had_____by telling her husband about the surprise party. She was having difficulty talking because she wasn't feeling well and _____ _____. Mr. Kelly, a politician, was trying to _____ _____ to some of his guests about problems in government. However, his friends didn't want to _____.

All the children were _____. Some were_____, but others were _____. All the children agreed that the party was_____.

over

WORKSHEET

PART C

lame duck
like water off a duck's back
dead duck
duck soup
early bird catches the worm
knee high to a grasshopper
copy cat
curiosity killed the cat
play cat and mouse
look like the cat that swallowed the canary
go to the dogs
hot dog
lead a dog's life
in the doghouse
let sleeping dogs lie
get my goat
little frog in a big pond
live high off the hog
a bee in her bonnet
a bird in the hand is worth two in the bush
birds of a feather flock together
eat like a bird
take the bull by the horns
like a bull in a china shop
shoot the bull
a lion's share
a horse of a different color
horsing around
horse sense

Submitted by:
Marilyn Antonik
Oakton Community College/MONNACEP
Des Plaines, Illinois

Topic: Idioms
Level: Advanced
Materials: Worksheet, Chalkboard

NOTE

Because idioms are such an important part of our language, students need practice using them. Idioms are hard to understand. The meaning cannot be determined from the individual words. For example, keep this under your hat has a meaning apart from the separate words.

A good technique for helping students remember idioms is to present them in categories. They can be categorized by grammatical structure - two-word verbs, adjectives, phrases, etc. - or by their meaning - proverbs, themes (color, animals), etc. This lesson helps students associate idioms by themes.

PROCEDURE

1. To introduce the topic of idioms:
   a. Write on the chalkboard, "Idioms are a pain in the neck."
   b. Ask the students, "Do you agree with this statement?"
   c. If the students are puzzled, explain that even though they know the meaning of each word, they still may not be able to understand the special meaning of the words together.
      a pain in the neck = a person, thing, or happening that gives one a feeling of annoyance or displeasure

2. Use the Worksheet Part A.
   a. Read as the students follow.
   b. Ask the students what these idioms have in common (parts of the body).
   c. Encourage the students to guess at the meaning of each idiom from the context. To help them understand idioms from context, you may need to point out words such as when, which show a time relationship.
   d. Encourage the students to discuss and share similar idioms from their native language.

3. Use the Worksheet Part B.
   a. Point out to the students that this is the same story, but with the idioms omitted.
   b. From the list provided in Part B, have them choose the expression with the same meaning as the deleted idiom; then have them fill in the blank.
   c. Have them read the finished paragraph.
   d. If the students have a difficult time figuring out the correct expressions, use the idioms in other sentences. Discuss any questions that come up.

over

4. Use the Worksheet Part C.
   a. Pair the students.
   b. Have each pair define the idioms in this section orally or in writing.
   c. Have the pairs write sentences using ten of the idioms.
   d. Ask the students to share their sentences and definitions. Have them put these on the chalkboard. You may need to help them correct their sentences and definitions after they put them on the board. This can be a good learning experience when handled gently and diplomatically.

WORKSHEET

PART A

Parts of the Body

Last week my friend and I went to a soccer game. I almost got COLD FEET and stayed home because we had to take three buses into a strange neighborhood to get there. But my friend was an OLD HAND at taking public transportation. On the way we GAVE A HAND to an elderly woman who was also HEADING FOR the game. Our HEARTS WENT OUT TO HER.

When the team came on the field, we GAVE them A BIG HAND. My friend told me to KEEP AN EYE ON No. 4. He was a very LEVEL-HEADED player who put his HEART AND SOUL into the game. The game was close. Even in the last few minutes, it was NECK AND NECK. We were SHOUTING OUR HEADS OFF cheering for our team. The man next to us was for the other team. He told us to stop cheering and to SAVE OUR BREATH. Then he GAVE us THE COLD SHOULDER. It was difficult, but I HELD MY TONGUE.

After the game, we were hungry as bears. There was plenty of food ON HAND, and it MADE MY MOUTH WATER. My friend and I PUT OUR HEADS TOGETHER and decided to split a pizza. We had a wonderful time. The entire day was a SHOT IN THE ARM for me.

WORKSHEET

PART B

Fill in the blanks using the phrases below.

experienced	deliberately ignored us
kept silent	practical (having good common sense)
applauded loudly	helped
lost confidence or became fearful	going to (in same direction)
talked it over	almost tied
made me feel better or was encouraging	to not bother
cheering loudly	We felt sorry for her and wanted to help.
to closely watch	the food smelled very good
available	
all his energy and enthusiasm	

Last week my friend and I went to a soccer game. I almost _____ _____ and stayed home because we had to take three buses into a strange neighborhood to get there. But my friend was_____ in taking public transportation. On the way we _____ an elderly woman who was also _____the game._____.

When the team came on the field, we_____. My friend told me _____No. 4. He was a very _____ player who put_____ _____into the game. The game was close. Even in the last few minutes, it was _____. We were_____ _____ for our team. The man next to us was for the other team. He told us to stop cheering and _____ _____. Then he_____. It was difficult, but I _____.

After the game, we were hungry as bears. There was plenty of food _____ and_____. My friend and I _____ and decided to split a pizza. We had a wonderful time. The entire day _____ _____.

over

WORKSHEET

PART C

to get something off one's chest

half-hearted

old hand

on the other hand

play by ear

hand out

tip of one's tongue

slip of one's tongue

chip on one's shoulder

let down one's hair

split hairs

have a big mouth

by word of mouth

melt in one's mouth

put one's foot in one's mouth

born with a silver spoon in one's mouth

count noses

keep one's nose clean

under one's nose

rub elbows

make one's hair stand on end

apple of one's eye

Submitted by:
Editors

Topic: Vocabulary - Synonyms
Level: Advanced
Materials: Worksheet, Thesaurus

NOTE

A synonym is sometimes referred to as a word identical in meaning with another word in the same language. However, there are no perfect synonyms. No two words are identical in their connotations. Students often have trouble fitting the exact word to the thought they wish to convey.

Certain words may seem to have substantially the same meaning. However, in general use, one term can be approving while its synonym is derogatory or has a negative meaning. The connotation of a word is the meaning or idea suggested by the word.

Examples:	frugal	- approving	cheap	- derogatory
	average	- approving	mediocre	- derogatory
	unmotivated	- approving	lazy	- derogatory
	blemishes	- acceptable	pimples	- unacceptable
	antique	- acceptable	old-fashioned	- unacceptable

If the students are unfamiliar with a thesaurus, this would be a good time to familiarize them with its value. Explain that a thesaurus provides synonyms of words, but it does not provide complete definitions.

PROCEDURE

1. Use the Worksheet Part A.
   a. Ask the students what a synonym is. To help the students with the definition, give examples of synonyms.
   b. Have the students supply synonyms for each word. If necessary, they can use a dictionary or a thesaurus. They may choose words or phrases. If the students use a thesaurus, help them understand the connotations of the synonyms.

      Possible answers to Part A:

      1. lady
      2. bravery
      3. cheap
      4. conceal
      5. toil, labor
      6. costly
      7. smart, intelligent
      8. tired
      9. let, allow
      10. obscure

   c. Ask the students for a sentence with the given word and then a sentence with the synonym chosen. Discuss the connotations of the two synonyms with the students.

2. Use the Worksheet Part B. Explain that our choice of words is often influenced by our emotional reactions. Some words have negative connotations, i.e., lazy vs. unmotivated. Ask students to complete the exercise and then compare their answers. The students may enjoy writing some sentences of their own.

over

The answer key for Part B is as follows:

2. cheap, tight, stingy
3. small, cramped, crowded
4. luxurious, elegant
5. large, stocky

3. Use the Worksheet Part C.
   a. Explain to the students that these words are synonyms that indicate a piece or part of the whole.
      Example: slice - Please pass a slice of bread.
      cutting - I would like a cutting from that plant.
   b. The visuals correspond to the Worksheet Part C. Discuss the visual representation for each term. Give other examples if necessary.
   c. Pair the students and have them write sentences for each of the words given.
   d. When they have finished, have them share some of their sentences.

WORKSHEET

PART A

Write a synonym for each word. Use each word in a sentence.

1. woman _____
2. courage _____
3. frugal _____
4. hide _____
5. work _____
6. expensive _____
7. wise _____
8. fatigued _____
9. permit _____
10. vague _____

PART B

1. My child is an underachiever; my friend's child is stupid.
2. My husband is economical; hers is _____.
3. My house is compact; my neighbor's house is _____.
4. My car is _____; my sister's car is ostentatious.
5. I am _____; John is fat.

over

WORKSHEET

PART C

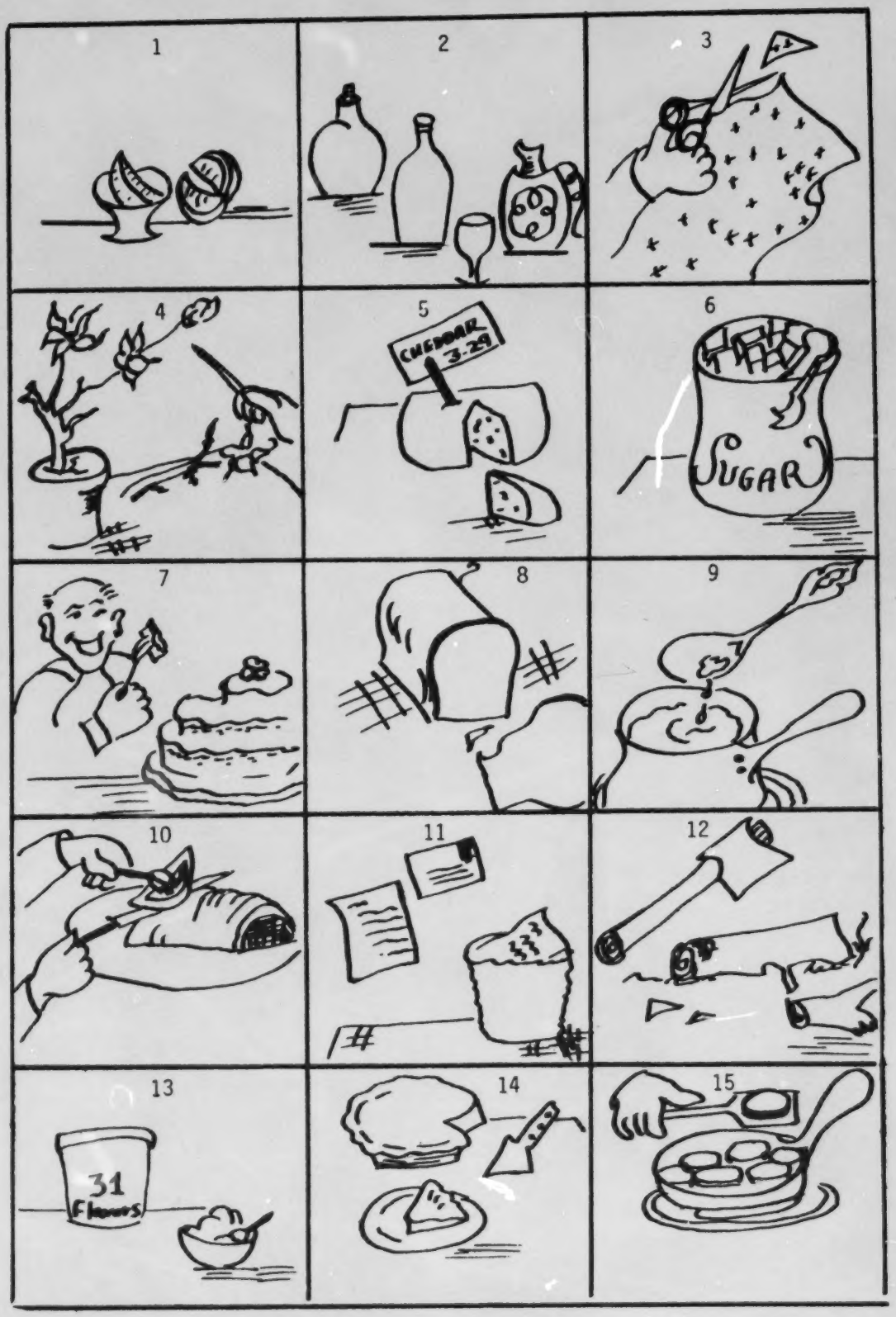
The words below are used as synonyms for a piece or part of something.
Use each word in a sentence. (Use the pictures to help you.)

1. section_____
2. sample_____
3. swatch_____
4. cutting_____
5. chunk_____

6. lump_____
7. morsel_____
8. crumb_____
9. drop_____
10. slice_____

11. scrap_____
12. chip_____
13. bit_____
14. piece_____
15. portion_____

VISUAL



Submitted by:
Editors

Topic: Collective Nouns
Level: Advanced
Materials: Worksheet

NOTE

A collective noun names a group of objects, persons, or animals.
Example: The row of trees hides the barn.
Mr. Smith's flock of sheep is in the valley.

The words listed on the worksheet are used to denote a group. Students may be familiar with some of the words but will have difficulty deciding which term to use when referring to a group of animals, a group of people, or a group of objects.

When students use the terms in sentences, watch the verb agreement. Collective nouns take a singular verb when referring to the group as a unit. When referring to individuals of the group, use a plural verb. The singular verb form is more common.
Examples: The committee meets on Friday. (the whole committee)
The committee get together with difficulty. (the members of the committee)

PROCEDURE

1. To introduce the lesson, ask students for words which denote a group of something (words which are synonyms for group). Encourage responses by asking questions.
   Examples: What would you call a group of sheep? (a flock)
   What would you call a group of grapes? (a bunch)
   What would you call a group of people who ride motorcycles and get into trouble? (a gang) (a club)
   With the students, compile a list of group terms with which they are familiar.

2. Use the Worksheet Part A.
   a. Help the students determine if the word given is more commonly used to denote a group of animals, a group of people, or a group of objects.
      Examples: herd (animals) - A herd of elephants was seen in every picture.
      tribe (people) - The Cherokee is a tribe of Indians.
      bunch (objects) - A bunch of grapes is in the bowl.
      Some of the terms can be used in more than one category.
   b. Ask the students to use each term in a sentence orally. Tell them that the singular form of the verb is used when the group is acting as a unit.
      Examples: The crowd is very noisy.
      The team plays a good game of basketball.

3. Use the Worksheet Part B.

WORKSHEET

PART A

Some words in English have many synonyms. However, the synonyms are not equal in meaning. In the example below, reference is made to a group of sheep and a group of ships. However, the words flock and fleet are not interchangeable.

Example: A flock of sheep is grazing.
A fleet of ships is sailing.

All the terms below are used as synonyms. Some of the terms can be used in one or more categories. Determine how each term is usually used - for animals, objects, people. Write it under the appropriate heading(s).

host	collection	squad	team
tribe	congregation	crowd	gang
troop	litter	bundle	flock
crew	committee	assortment	group
regiment	clan	herd	cluster
bunch	fleet	mob	gathering

Animals	People	Objects
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

over

WORKSHEET

PART B

Write a sentence for each term.

herd _____

mob _____

team _____

gang _____

flock _____

group _____

cluster _____

gathering _____

litter _____

committee _____

clan _____

fleet _____

squad _____

crowd _____

bundle _____

assortment _____

host _____

tribe _____

troop _____

crew _____

regiment _____

bunch _____

collection _____

congregation _____

Submitted by:
Editors

Topic: Conversation
Vocabulary
Level: Advanced
Materials: Worksheet, Phone Book, Chalkboard

NOTE

Unusual, catchy store names are interesting and exciting. These odd names make people stop and think.

This lesson helps students transfer their language skills from the classroom into real-life situations. It gives them an opportunity to draw upon previously learned vocabulary and to use their reasoning abilities.

PROCEDURE

1. On the board write Paw & Claw.
   a. Tell the students that this is the name of a business.
   b. Ask them to guess the type of business it is.
      Write their guesses on the chalkboard.
      You may have to ask questions to evoke the association.
      For example:
      What is a paw?
      Do people have paws?
      What animals in a city would have claws?
      Now can you guess what kind of business this is?
      (dog and cat grooming)
      Why did the owner choose this name?

2. On the board write another example: Shear Genius.
   Proceed as above. To elicit the association, again ask some questions.
   What does shear mean? (a scissors)
   Is there another word which sounds the same but has a different meaning? (sheer, meaning absolute)
   What does genius mean?
   Now can you guess what kind of business this is?
   (a beauty shop)
   Why did the owner choose this name?

3. Use the Worksheet Part A. Go through the list of names, one by one. Ask questions to evoke the association. The answer key to the names is as follows:
   1. Shirt Tales Limited - (shirts and blouses)
   2. Granny's Attic - (used clothing shop)
   3. The Wag Shop - (pet store)
   4. Pane in the Glass - (glass repair, etc.)
   5. Chintz & Printz - (fabrics)
   6. Slug-A-Bug - (exterminator)
   7. The Greenhouse Unlimited - (florist)
   8. Snaks Fifth Avenue - (restaurant)
   9. Let Them Eat Cake - (bakery)
   10. Shutter Bug Inc. - (photographic equipment)

over

11. Car Cool Inc. - (car radiators)
12. The Money Store - (finance and loans)
13. Fountain of Beauty - (beauty shop)
14. The Vault - (self-storage)
15. U-Do-It-Products - (home improvements)

4. Use the Worksheet Part B.
   Pair the students. Give them adequate time to discuss their responses to the questions. Circulate about the room, helping the students with clues as needed. After the students have finished, have them discuss their responses.

5. Have each student choose an unusual name of a business from the Yellow Pages of the phone book. Students explain why the owner chose that name for the business.

6. As a follow-up, have the students look for unusual business names in the community and discuss them at the next class meeting.

WORKSHEET

PART A

People who own stores try to think of unusual names for them. What services do you think each of these stores provides or what do you think is sold in each store?

1. Shirt Tales Limited_____
2. Granny's Attic_____
3. The Wag Shop_____
4. Pane in the Glass_____
5. Chintz & Printz_____
6. Slug-A-Bug_____
7. The Greenhouse Unlimited_____
8. Snaks Fifth Avenue_____
9. Let Them Eat Cake_____
10. Shutter Bug Inc._____
11. Car Cool Inc._____
12. The Money Store_____
13. Fountain of Beauty_____
14. The Vault_____
15. U-Do-It-Products_____

over

WORKSHEET

PART B

1. A pet store is called Noah's Ark. Why do you think this name was chosen?

_____

2. A bicycle store is called Spoke & Pedal. Why was this name chosen?

_____

3. A clock shop is called The Time Keepers. Why was this name chosen?

_____

4. A flower shop is called Dandy Lion. Why was this name chosen?

_____

5. A store which sells pedigreed puppies is called Puppy Palace. Why was this name chosen?

_____

Submitted by:
Diane M. Longfield
Elgin High School
Elgin, Illinois

Topic: Listening
Level: Advanced
Materials: Teacher Resource Sheet, Tape Recorder, Radio, Worksheet

NOTE

Real speech is difficult for ESL students to understand, especially when they can't see the speaker. For listening exercises to be meaningful to advanced students, it is essential they listen to "real" speech. For this exercise, tape a news report, traffic report, a telephone recorded message, a song, etc. Transcribe the recording as in the Teacher Resource Sheet. Then, delete every 5th word as in the Worksheet Part A. As a variation, the instructor can ask specific questions orally or have students fill in the responses as in the Worksheet Part B.

PROCEDURE

1. Tape a short radio segment or make a tape using the segment provided in the Teacher Resource Sheet.
   a. Transcribe the segment as in the Teacher Resource Sheet.
   b. Transcribe the segment again, but delete every 5th word as in the Worksheet Part A.

2. Play the tape twice while the students listen. (Do not give the students copies of the transcription.)

3. Discuss the contents of the tape in general and any vocabulary the students don't seem to understand. To test comprehension ask questions such as: Can you buy wholesale at Jewel?

4. Distribute the Worksheet Part A. Play the tape again several times while the students fill in the blanks.

   Variation:
   Distribute a worksheet as in Worksheet Part B. Have the students work in pairs. Play the tape several times as the students answer the questions.

   Follow-up Activity:
   Tune to the radio news. Listen together. Discuss the contents and issues. If necessary, discuss vocabulary that the students do not understand.

TEACHER RESOURCE SHEET

Transcription of Listening Exercise

Wholesale prices rose in Chicago and the nation for the month of March. Karen Kalisch spells out the grim details as they relate to food.

Wholesale price of eggs, __up__. That means that the __consumer__ will be paying more for __fresh__ eggs. That means we will be __upset__. This carton of eggs, for __example__, could go up to __$1.10__ or $1.20. Now let's go to the meat __department__. There's both good news and __bad__ news at the meat counter, __but__ the bad is not surprising. The price of beef and __lamb__ rose 4.3% in __1981__, and it's risen almost __2%__ since the beginning of the year. So the price of beef will __continue__ to rise. But right next to it is pork. The __wholesale__ price of pork continues to go __down__. It went down 2% in March, which makes pork a much better buy than beef. But pork is not the only food that went down at the wholesale __level__. Fresh vegetables' wholesale prices __decreased__ 14.5% in March and are expected to continue to __decrease__. That's good news! Coffee is down __1%__ from the month __before__ and sugar, __flour__, and cocoa beans also went down at the wholesale level.

WORKSHEET

PART A

LISTENING EXERCISE

Listen and fill in the blanks.

Wholesale prices rose in Chicago and the nation for the month of March. Karen Kalisch spells out the grim details as they relate to food.

Wholesale price of eggs, _____(1). That means that the _____(2) will be paying more for _____(3) eggs. That means we will be _____(4). This carton of eggs, for _____(5), could go up to _____(6) or $1.20. Now let's go to the meat _____(7). There's both good news and _____(8) news at the meat counter, _____(9) the bad is not surprising. The price of beef and _____(10) rose 4.3% in _____(11), and it's risen almost _____(12) since the beginning of the year. So the price of beef will _____(13) to rise. But right next to it is pork. The _____(14) price of pork continues to go_____(15). It went down 2% in March, which makes pork a much better buy than beef. But pork is not the only food that went down at the wholesale _____(16). Fresh vegetables' wholesale prices _____(17) 14.5% in March and are expected to continue to _____(18). That's good news! Coffee is down_____(19) from the month _____(20) and sugar, _____(21), and cocoa beans also went down at the wholesale level.

WORKSHEET

PART B

Listen and answer the questions.

1. What happened to the wholesale price of eggs last month?

_____

2. How will that affect prices at the stores?

_____

3. How will the consumer feel?

_____

4. Is the news in the meat department

   a. good?

   b. bad?

   c. good and bad?

5. How much has the price of beef and lamb risen?

_____

6. What does this increase tell us about the rest of the year?

_____

7. Is pork a better buy this month than beef?_____

   Why?_____

8. Which wholesale food price decreased the most?

_____

9. What other food prices have gone down this month?

_____

10. How will this affect the consumer?

_____

Submitted by:
Editors

Topic: Adjectives with -ed/ing Endings
Level: Advanced
Materials: Worksheet

NOTE

An adjective with an -ed ending indicates that the subject is the receiver of the action:
The man was frightened because of the storm.
An -ed adjective can only apply to people. It expresses reaction/emotion to something or someone. The cause can be stated or unstated:
I was frightened because of the storm.
I was frightened.

An adjective with an -ing ending indicates that the subject is the cause of the action.
The storm was frightening to the man.
The frightening storm made the man run.
An -ing adjective can apply to persons or things.

PROCEDURE

1. Use the Worksheet Part A.
   Introduce the concept of the -ed and -ing adjectives using the picture.
   Emphasize: -ed adjectives apply only to people.
   -ing adjectives can apply to people or things.

2. Use the Worksheet Part B.
   Read through the list of adjectives with the students. Explain the relationship between the paired adjectives: Column 1 causes the reaction expressed in Column 2. The story is disappointing. After hearing it, I'm disappointed.

3. Use the Worksheet Part C, Situation 1.
   a. Read it aloud.
   b. Ask the questions. Responses to #3 and #4 should be:
      Jane feels confused.
      The problem is confusing.
   c. If the student has difficulty, go back to the original example, using the pictures.

4. Read Situation 2. Proceed as with Situation 1.
   Responses to #5 and #6 should be:
      John felt exhausted.
      He had an exhausting day.

5. Proceed to Situation 3.
   a. Students should write out their own situations and questions patterned after the models. You may need to suggest a situation or some adjectives. You do one, too.

over

b. The students should read their situations aloud; then they should ask the comprehension questions they have written.

6. The students can do Part D orally or in writing. Encourage the students to use -ed/-ing adjectives from Part B.

WORKSHEET

PART A

The storm is frightening.
(The storm made him frightened.)

The man is frightened.
(The man is frightened because of the storm.)

WORKSHEET

PART B

Column 1	Column 2
The story is disappointing.	I am disappointed.
frightening.	frightened.
amusing.	amused.
interesting.	interested.
exciting.	excited.
boring.	bored.
surprising.	surprised.
fascinating.	fascinated.
disturbing.	disturbed.
confusing.	confused.
pleasing.	pleased.
intriguing.	intrigued.
embarrassing.	embarrassed.
disgusting.	disgusted.

PART C

Situation 1:

Jane has two boyfriends.
One is old, but rich.
The other is young, but poor.
Deciding which one to marry confuses her.

Questions:

1. What's Jane's problem?
2. What are her boyfriends like?
3. How does she feel?
4. If a problem confuses you, what kind of problem is it?

Situation 2:

John missed his bus.
He had to walk to work.
That day his co-worker was sick.
John did double duty.
Then he got home hungry, but the dinner had burned.
He took his family out to eat.
Boy! Was he exhausted!
What an exhausting day!

Questions:

1. Why did John walk to work?
2. Who was absent that day?
3. What did John have to do?
4. What happened at home?
5. How did he feel?
6. What kind of day was it?

Situation 3:

_____
_____
_____
_____
_____

Questions:

1. _____
2. _____
3. _____
4. _____
5. _____

over

WORKSHEET

PART D

Use -ed/-ing adjectives from Part B to complete the sentences.

1. When I spill food on someone, I feel_____.
2. If I step on a dead rat, I feel_____.
3. Dead rats are_____.
4. Handsome men are_____.
5. Beautiful women are_____.
6. I couldn't put the_____book down last night.
7. I feel_____after doing this lesson.

Submitted by:
Editors

Topic: Correct Order of Modifiers
Level: Advanced
Materials: Worksheet, Cards with Determiners, Nouns, Adjectives, and Verbs

NOTE

Determiners and adjectives may precede nouns. There are three types of determiners and eight classes of adjectives that modify nouns (see the worksheet). It is very difficult for non-native speakers of English to learn the proper order of modifiers of nouns. For native speakers, this is "painlessly" acquired in the natural process of language learning. The diagram below may help explain the order of modifiers.

```
                              DETERMINER---- NOUN

                              the----------- plates

                  DETERMINER---- ADJECTIVE----- NOUN

                  the----------- large--------- plates

DETERMINER--- ADJECTIVE----- NOUN---------- NOUN

the---------- large--------- glass--------- plates
```

The chart on the Worksheet Part A will help students visualize the correct order of modifiers. A string of modifiers this long would never occur in actual speech. However, encourage the students to write "far out" phrases to practice placing modifiers in the correct order.

PROCEDURE

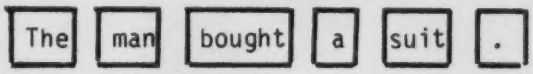
1. Use the diagram provided under Note.
   a. Explain that determiners, adjectives, and nouns acting as adjectives can precede nouns. Be sure the students understand that there is only one acceptable order for these.
   b. Ask the students for other modifiers that can be substituted.

2. Use the Worksheet Part A. Explain that there are 11 categories of modifiers of nouns.
   a. Point out the head (principal) noun, cups.
      Ask, "What kind of cups are these? Look at modifier #11 - tea cups."
   b. Ask again, "What kind of tea cups?" The students will no doubt get the idea. They should answer, "Irish tea cups."
   c. Continue working back through all the categories by asking appropriate questions such as:
      For category #9: What color?
      #8: What shape?
      #7: What condition?
      #6: How old?

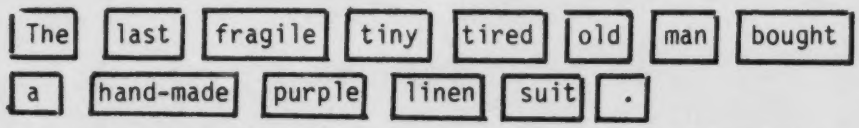
over

d. When you have worked back to #1, have a student read the entire phrase. Other students can read the other two phrases. Emphasize that these are "far out" phrases. They do not occur in real speech. However, they illustrate the correct order of modifiers.
e. Ask the students to provide additional examples. Encourage them to make "fantastic" phrases. Point out that they do not have to use a modifier in every category.

3. Prepare cards with determiners, nouns, adjectives, and verbs - one to a card.
   a. Lay out a base sentence using the cards.
      Example:



   b. The students should pick out modifiers and place them in the appropriate places to build an interesting, information-packed sentence.
      Example:



   c. Have the students build their own base sentences; then have them add modifiers.

4. Have the students do Worksheet Part B. Tell them to use the chart to check their answers. Possible answers:
   a. She lived in a huge new house.
   b. The first old dog had broken yellow teeth.
   c. The handsome tall Spanish man likes his beautiful young English teacher.
   d. The first new foreign children learned quickly.
   e. These difficult grammar exercises are over.

WORKSHEET

PART A

DETERMINERS			ADJECTIVES								NOUN
1 ARTICLES DEMONSTRATIVES POSSESSIVES	2 ORDINALS	3 CARDINALS QUANTITIES	4 QUALITIES CHARACTERISTICS	5 SIZE	6 AGE	7 PARTICIPLE	8 SHAPE	9 COLOR	10 ORIGIN LOCATION	11 NOUN	12 PRINCIPAL NOUN
The	first	four	fragile	tiny	old	broken	round	blue	Irish	tea	cups
Those	next	few	cheap	huge	new	glazed	square	red		clay	trays
My	last	several	handsome	tall		visiting			foreign	male	students

PART B

Fill in with appropriate adjectives.

1. She lived in a _____ new house.
2. The_____ old dog had _____ _____teeth.
3. The_____ _____ _____man likes his_____ _____ English teacher.
4. _____first _____ _____ children learned quickly.
5. These_____ _____exercises are over.

LESSONS ADAPTABLE TO ALL LEVELS VII

Submitted by:
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Topic: Sequential Order - Strip Stories
Level: Adaptable to All Levels
Materials: A Story Cut into Sentences

NOTE

This lesson provides incentive for clear pronunciation and communication. It provides opportunities for the students to request clarification, to disagree, and to interrupt. The students are actively involved in listening, speaking, and making decisions.

PROCEDURE

1. Find or write a story which can be divided into as many parts as there are students. Sentence length segments are best. The content of the passage should provide a clear required order for the sentences.

   Example: Alfred Hitchcock was a famous motion picture director.
   He loved good food.
   Once he was invited to dinner.
   There the hostess served very small quantities of food.
   His appetite was not satisfied at all.
   Finally, coffee was served while the guests talked.
   "I hope you'll dine here again," said the hostess.
   "Certainly," said Hitchcock.
   "Let's start now!"

2. Write the sentences and cut the paper into segments.

3. In class, give each student a segment. Tell the students to memorize their sentence(s). If they don't understand a word, help them individually.

4. Explain that their task is to put the sentences in the correct order to construct the story. Ask the students to put their slips of paper away.
   a. Have each student recite his/her line as the others listen closely. Resist the urge to assist them as they recite their lines unless a student gets the line totally garbled. (If it's garbled, suggest that the student look at the paper again.)
   b. Have the students figure out the correct order of the sentences. They may request that a line be repeated.
   c. As they begin figuring out the story sequence, it may help if the students physically place themselves in the correct order. They can use a circle of chairs or stand in a circle. Have them change places until they are satisfied that the order is correct.

5. When consensus is reached, have the students recite the story straight through.

   Variation:
   This can be followed by a dictation written by the entire class, in which each sentence is read by its "owner." The rest of the group may require the reader to repeat or spell a word. Each student will have a copy of the story for future review.

Submitted by:
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Topic: Pronunciation Using Pairs
Level: Adaptable to All Levels
Materials: Teacher Resource Sheet, Chalkboard, Word Cards

NOTE

1. This lesson gives students an opportunity to hear and produce troublesome sounds. The Teacher Resource Sheet includes sixteen sound contrasts.

Vowel Contrasts			Consonant Contrasts	
$\bar{e}$	i		d	t
$\bar{a}$	e		p	b
a	o	u	g	k
$\bar{u}$	oo		b	v
$\hat{o}$	o		ng	nk
$\bar{i}$	oi	ou	s	z
			sh	ch
			j	y
			j	h
			j	ch

2. To prepare the student word cards, use Teacher Resource Sheet Part B. Paste the word sheet on card stock and cut along the lines.

3. Choose the sounds your students need to practice. Follow the same procedure for all the sound contrasts. Don't do more than one group of sounds in one lesson.

   The lesson should be done twice - once a group of sounds has been completed, the same group is pronounced again. This allows students additional practice.

PROCEDURE

1. Hearing the sound:
   a. Introduce the target sounds by modeling them each alone.

      Example: Say "$\bar{e}$," say "i." Give examples of words containing each sound. Use words from the appropriate group on the Teacher Resource Sheet Part A, i.e., cheap, chip.
   b. Read a list of sound pairs, some of which are the same and some different. As you read each pair, the students are to identify each pair as "same" or "different."

      Example: $\bar{e}$, $\bar{e}$; $\bar{e}$, i; i, $\bar{e}$; i, i.

over

c. On the chalkboard, write the dictionary symbol for each sound that you are working on. Pronounce the sound for each symbol.

   Example: $\bar{e}$, i.
   Help them associate the sound with the symbol by writing a sample word for each sound.

d. Read a list of ten words containing the target sounds from the Resource Sheet Part A. Have the students write the symbol representing the sound for each word. Correct the answers together.

2. Producing the sound:
   a. Pair the students.
   b. Distribute the word cards for the sound group you wish to practice. One of the students gets Card A, the other, Card B.
   c. The student with Card A pronounces the first five words, one by one. After hearing each word, the other student must pronounce the contrasting word.
      Example: 1. Student A says "chair."
      Student B says "share."
      2. Student A says "she's."
      Student B says "cheese."
   d. After student A has pronounced the first five words, the student with Card B pronounces the first five words on his/her card.
   e. This continues until each student has pronounced and identified ten sounds.

Be sure to circulate among the students, giving as much help as needed.

TEACHER RESOURCE SHEET

PART A

Word Lists for Sound Identification

Group 1	Group 2	Group 3	Group 4
$\bar{e}$ i	$\bar{a}$ e	a o u	$\bar{u}$ oo
1. chip	1. rake	1. duck	1. book
2. pitch	2. less	2. rub	2. tune
3. eat	3. gate	3. cat	3. fuel
4. cheap	4. get	4. robber	4. cook
5. sick	5. test	5. hat	5. tool
6. seen	6. pen	6. cot	6. stood
7. sin	7. taste	7. stand	7. fool
8. seek	8. pain	8. dock	8. tube
9. it	9. lace	9. dull	9. took
10. peach	10. make	10. cut	10. cool

Group 5	Group 6	Group 7	Group 8
$\hat{o}$ $\bar{o}$	$\bar{i}$ oi ou	d t	p b
1. flow	1. loud	1. dog	1. ball
2. flaw	2. owl	2. two	2. pat
3. lone	3. lied	3. door	3. pain
4. ball	4. boy	4. time	4. bee
5. saw	5. nine	5. tar	5. pull
6. raw	6. crowd	6. ten	6. pear
7. so	7. by	7. do	7. bear
8. tall	8. loyal	8. desk	8. bang
9. paw	9. try	9. top	9. peal
10. toll	10. oil	10. dime	10. bull

TEACHER RESOURCE SHEET

Group 9	Group 10	Group 11	Group 12
g k	b v	ng nk	s z
1. gave	1. very	1. rink	1. zoo
2. glass	2. boat	2. think	2. sewn
3. coat	3. volt	3. bring	3. zinc
4. goat	4. bat	4. sang	4. sue
5. gain	5. vest	5. ping	5. zeal
6. class	6. best	6. thing	6. seal
7. girl	7. bolt	7. pink	7. sink
8. got	8. berry	8. sank	8. zip
9. curl	9. vat	9. ring	9. sip
10. cot	10. vote	10. brink	10. zone

Group 13	Group 14	Group 15	Group 16
sh ch	j y	j h	j ch
1. shoe	1. juice	1. gyp	1. chin
2. share	2. Jello	2. hip	2. jest
3. chair	3. yams	3. jeer	3. chest
4. cheese	4. jeer	4. jam	4. choke
5. ship	5. use (y)	5. hello	5. jest
6. chose	6. yet	6. hear	6. jeer
7. she's	7. year	7. Jello	7. cheap
8. shows	8. jet	8. ham	8. char
9. chew	9. yellow	9. hail	9. joke
10. chip	10. jams	10. jail	10. gin (j)

TEACHER RESOURCE SHEET

PART B

Material for Student Word Cards
Paste the sheet below on card stock and cut on lines.

Group 1 Card A $\bar{e}$ i	Group 1 Card B $\bar{e}$ i	Group 2 Card A $\bar{a}$ e	Group 2 Card B $\bar{a}$ e
1. cheap $\bar{e}$	1. pitch i	1. gate $\bar{a}$	1. test e
2. sick i	2. cheap $\bar{e}$	2. lace $\bar{a}$	2. rake $\bar{a}$
3. sin i	3. peach $\bar{e}$	3. pen e	3. make $\bar{a}$
4. chip i	4. sin i	4. make $\bar{a}$	4. less e
5. seen $\bar{e}$	5. chip i	5. less e	5. lace $\bar{a}$
1. it i	1. seek $\bar{e}$	1. rake $\bar{a}$	1. pain $\bar{a}$
2. peach $\bar{e}$	2. it i	2. pain $\bar{a}$	2. get e
3. eat $\bar{e}$	3. seen $\bar{e}$	3. taste $\bar{a}$	3. taste $\bar{a}$
4. pitch i	4. eat $\bar{e}$	4. get e	4. get e
5. seek $\bar{e}$	5. sick i	5. test e	5. pen e

Group 3 Card A a o u	Group 3 Card B a o u	Group 4 Card A $\bar{u}$ oo	Group 4 Card B $\bar{u}$ oo
1. hat a	1. cat a	1. fuel $\bar{u}$	1. fool $\bar{u}$
2. dull u	2. dock o	2. book oo	2. took oo
3. rub u	3. rub u	3. fool $\bar{u}$	3. fuel $\bar{u}$
4. dock o	4. robber o	4. tune $\bar{u}$	4. tool $\bar{u}$
5. cat a	5. stand a	5. took oo	5. book oo
1. duck u	1. duck u	1. tool u	1. tube u
2. robber o	2. hat a	2. cook oo	2. stood oo
3. cut u	3. cot o	3. stood oo	3. cook oo
4. cot o	4. dull u	4. tube u	4. tune u
5. stand a	5. cut u	5. cool u	5. cool u

TEACHER RESOURCE SHEET

Group 5 Card A			Group 5 Card B			Group 6 Card A			Group 6 Card B		
	ô	ō		ô	ō		ī	oi ou		ī	oi ou
1.	flaw	ô	1.	lone	ō	1.	loud	ou	1.	lied	ī
2.	toll	ō	2.	flow	ō	2.	boy	oi	2.	oil	oi
3.	flow	ō	3.	flaw	ô	3.	by	ī	3.	nine	ī
4.	ball	ô	4.	so	ō	4.	oil	oi	4.	owl	ou
5.	lone	ō	5.	ball	ô	5.	lied	ī	5.	loud	ou
1.	saw	ô	1.	saw	ô	1.	owl	ou	1.	by	ī
2.	paw	ô	2.	tall	ô	2.	try	i	2.	loyal	oi
3.	tall	ô	3.	toll	ō	3.	loyal	oi	3.	try	ī
4.	so	ō	4.	raw	ô	4.	crowd	ou	4.	boy	oi
5.	raw	ô	5.	paw	ô	5.	nine	i	5.	crowd	ou

Group 7 Card A			Group 7 Card B			Group 8 Card A			Group 8 Card B		
	d	t		d	t		p	b		p	b
1.	desk	d	1.	time	t	1.	pull	p	1.	bull	b
2.	time	t	2.	top	t	2.	ball	b	2.	bang	b
3.	dog	d	3.	dime	d	3.	bull	b	3.	pat	p
4.	dime	d	4.	two	t	4.	pat	p	4.	bee	b
5.	two	t	5.	do	d	5.	pain	p	5.	pear	p
1.	door	d	1.	desk	d	1.	bang	b	1.	pain	p
2.	top	t	2.	tar	t	2.	peal	p	2.	pull	p
3.	do	d	3.	dog	d	3.	bee	b	3.	bear	b
4.	ten	t	4.	tent	t	4.	pear	p	4.	peal	p
5.	tar	t	5.	door	d	5.	bear	b	5.	ball	b

TEACHER RESOURCE SHEET

Group 9 Card A			Group 9 Card B			Group 10 Card A			Group 10 Card B		
g	k		g	k		b	v		b	v	
1. gain		g	1. cave		k	1. bat		b	1. very		v
2. glass		g	2. got		g	2. best		b	2. bolt		b
3. curl		k	3. curl		k	3. very		v	3. best		b
4. goat		g	4. class		k	4. vat		v	4. volt		v
5. cave		k	5. goat		g	5. boat		b	5. vat		v
1. girl		g	1. girl		g	1. berry		b	1. berry		b
2. got		g	2. gain		g	2. volt		v	2. boat		b
3. coat		k	3. coat		k	3. vest		v	3. vest		v
4. class		k	4. cot		k	4. bolt		b	4. vote		v
5. cot		k	5. glass		g	5. vote		v	5. bat		b

Group 11 Card A			Group 11 Card B			Group 12 Card A			Group 12 Card B		
ng	nk		ng	nk		s	z		s	z	
1. sang		ng	1. rink		nk	1. seal		s	1. zone		z
2. pink		nk	2. thing		ng	2. zinc		z	2. sewn		s
3. brink		nk	3. pink		nk	3. zoo		z	3. zeal		z
4. thing		ng	4. bring		ng	4. sip		s	4. zinc		z
5. rink		nk	5. ring		ng	5. sink		s	5. sip		s
1. sank		nk	1. sank		nk	1. sewn		s	1. sink		s
2. bring		ng	2. brink		nk	2. zeal		z	2. zoo		z
3. think		nk	3. sang		ng	3. zip		z	3. sue		s
4. ping		ng	4. pink		nk	4. sue		s	4. zip		z
5. ring		ng	5. think		nk	5. zone		z	5. seal		s

TEACHER RESOURCE SHEET

Group 13 Card A		Group 13 Card B		Group 14 Card A		Group 14 Card B	
sh ch		sh ch		j y		j y	
1. chair	ch	1. shoe	sh	1. yellow	y	1. yet	y
2. she's	sh	2. cheese	ch	2. jams	j	2. yams	y
3. shoe	sh	3. shows	sh	3. yet	y	3. jet	j
4. ship	sh	4. ship	sh	4. Jello	j	4. yellow	y
5. cheese	ch	5. chose	ch	5. jeer	j	5. juice	j
1. share	sh	1. chair	ch	1. juice	j	1. year	y
2. chose	ch	2. chew	ch	2. jet	j	2. Jello	j
3. chew	ch	3. chip	ch	3. yams	y	3. jeer	j
4. shows	sh	4. share	sh	4. year	y	4. use	y
5. chip	ch	5. she's	sh	5. use	y	5. jams	j
Group 15 Card A		**Group 15 Card B**		**Group 16 Card A**		**Group 16 Card B**	
j h		j h		j ch		j ch	
1. ham	h	1. jeer	j	1. chest	ch	1. jest	j
2. hail	h	2. hail	h	2. jeep	j	2. gin	j
3. gyp	j	3. jail	j	3. chin	ch	3. cheap	ch
4. Jello	j	4. ham	h	4. joke	j	4. chest	ch
5. jeer	j	5. hello	h	5. jest	j	5. jeep	j
1. hello	h	1. gyp	j	1. gin	j	1. choke	ch
2. hip	h	2. jam	j	2. jar	j	2. jar	j
3. jam	j	3. hear	h	3. cheap	ch	3. chin	ch
4. hear	h	4. Jello	j	4. char	ch	4. joke	j
5. jail	j	5. hip	h	5. choke	ch	5. char	ch

Submitted by:
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Literacy Volunteers of Connecticut
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Topic: Pronunciation Drills
Level: Adaptable to All Levels
Materials: Chalkboard, Teacher Resource Sheet

NOTE

It is important to discriminate between sounds that make a difference in English. For example, in some languages, there is no short i sound such as in bit. Students may substitute the ee sound, saying "beet." This can be confusing for the listener because bit and beet are two separate words in English. These two sounds cause the difference in meaning.

In this lesson, groups of vowel and consonant sounds can be practiced according to the students' needs. Additional material from pronunciation drill books can be adapted to this lesson.

PROCEDURE

1. Write the following four words on the board in columns as shown:

1	2	3	4
(i) bit	(ē) keep	(e) pet	(ā) bait

   a. Emphasize that the students are to listen to the sounds and not think about the spelling of the words.
   b. Have the students repeat the four words aloud after you model them. Both group and individual practice are beneficial.

2. Use the Teacher Resource Sheet Part A. Divide the students into two groups, A and B.
   a. Have the students listen again to the four words.
   b. Now, pronounce the first word (beat) from the Word List on the Teacher Resource Sheet, Column 2. Ask a student from Group A to tell you in which column the word beat belongs. You may need to give several more examples.
   c. Continue working through the entire list, randomly skipping from column to column. Be careful not to establish a pattern.
   d. As the students respond, each correct response is recorded on the board. When one student "misses," a student from the other group gets a chance to identify the same word.

3. For practicing additional sounds, some examples of other sound groups are given in Part B of the Teacher Resource Sheet.

   Variation:
   For more advanced students, sentences like those in Part C can be substituted. It's more difficult to identify sounds in sentences than sounds in isolated words.

TEACHER RESOURCE SHEET

PART A

WORD LIST

1 (i) bit	2 (ē) keep	3 (e) pet	4 (ā) bait
sip	beat	set	gate
dip	seep	prep	state
trip	steep	pep	trait
kit	creep	tent	date
pit	cheap	sent	braid
lit	veal	friend	aid
did	real	mend	day
Sid	deep	quest	Fay
crib	seal	went	gay
kiss	leak	men	mate
bit	Pete	Ben	pay
tip	beep	crept	say
hip	feel	Ken	tray
pig	peep	spend	gray
sick	deed	den	spray
lip	eat	pen	pray
hit	seek	when	crate
gig	reap	bent	weigh
mitt	teak	tend	Kate
nip	leap	trend	cane

PART B

	1	2	3	4
1.	(ā) bait	(a) bat	(u) but	(e) bet
2.	(o) cot	(a) cat	(u) cut	
3.	(u) luck	(oo) put	(ū) pool	
4.	(p) pack	(b) back	(f) fat	(v) vat
5.	(w) west	(v) vest	(f) fat	(th) that
6.	(th) thin	(t) tin	(th) then	(z) zen

over

TEACHER RESOURCE SHEET

PART C

Sample Sentences:

1 (i) bit	2 (ē) keep
He hit the ball.	He wants to eat.
The girl is sick.	The water was deep.
What a pig!	Pete was very sad.
Jane did the work.	She feels happy.
Sid smiled.	The book was cheap.

3 (e) pet	4 (ā) bait
Mend the socks!	Please open the gate.
He went yesterday.	How about a date?
There are ten men.	Where was the game?
Use a pen!	His hair was gray.
Ken was tall.	He has a cane.

Submitted by:
Editors

Topic: Sentence Word Order Review
Level: Adaptable to All Levels
Materials: Cards or Construction Paper, Sandwich Bags, Pictures from Magazines

NOTE

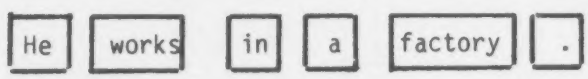
This activity is an interesting and enjoyable way for students to practice word order in sentences. Trial and error helps the students understand English grammar. The sentences and structures can be adapted to any level.

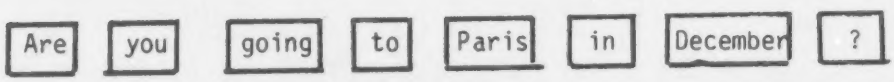
Put the cut-up sentences in plastic sandwich bags and keep them handy. Students who arrive early or finish their work before the others will enjoy the challenge of working on them. Students particularly enjoy this activity when they work in pairs.

PROCEDURE

1. On small pieces of cards or on construction paper strips, print the words of a sentence pattern to be reinforced. Place just one word on each piece of card. Put the punctuation on a separate piece.

   Examples:





2. Place the word cards for each sentence in a small plastic sandwich bag, one sentence to a bag. Give each student or pair of students a few sentence bags to work with.

Variations:

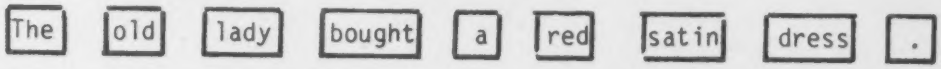
a. Give each student or student pair an interesting picture from a magazine. Have them write an appropriate sentence for the picture. Have the students show you the sentence; they can then print their sentence on pieces of cards or strips of paper. The picture and corresponding cut-up sentence can then be put in a plastic bag to be used by other students.

over

b. For advanced students: In the plastic bag of sentence components, include an extra verb, preposition, or noun. After the students put their sentence together, have them show you which word they could not use. Why couldn't they use it? Could the extra word be a substitute for another word in the sentence?

c. Use the same cut-up sentences. Have a bag of adjectives that the students can pick from and place in the appropriate place in the sentence. Encourage them to make interesting, colorful sentences.

Example:



d. To practice combining sentences you will need:
1. Cut-up sentences
2. A bag of connectors
   Examples:

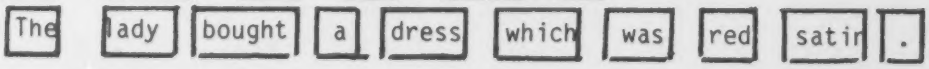
that	when
who	whose
which	where

Give each student or pair of students a bag containing two cut-up sentences. Have the students construct each sentence separately. Tell them that they will need a connecting word from the bag of connectors to make one sentence from the two sentences.

Example:

1.

2.

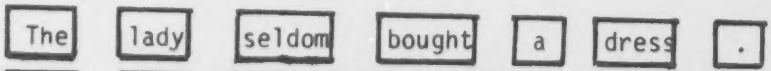


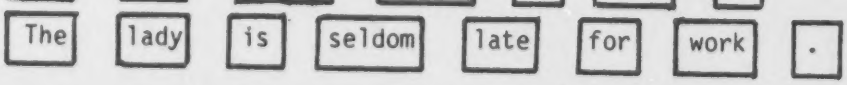
e. To practice with adverbs of frequency you will need:
1. Cut-up sentences
2. A bag of adverbs of frequency
   Examples:

always	usually
never	often
seldom	sometimes
frequently	rarely

Give each student or pair of students a bag containing one cut-up sentence and a bag of adverbs of frequency. Have the students construct the sentence. Tell them to put in a word from the bag of adverbs that answers the question "How often?"

Example:





Submitted by:
Barbara Isaacson
Oakton Community College/MONNACEP
Des Plaines, Illinois

Topic: 1. Irregular Past Tense
2. Participle Forms
3. Vocabulary
Using Bingo as a Review Technique

Level: Adaptable to All Levels

Materials: Deck of Blank Cards, Bingo Markers (Beans, Buttons), Worksheet, Chalkboard

NOTE

This game relieves the tension of a test situation. It provides an opportunity for the students to practice material repeatedly without becoming bored. The game can be adapted for any level from low beginning to advanced. Small prizes such as candy, gum, or drugstore cosmetic samples provide an extra incentive for the players.

PROCEDURE

1. Use the Worksheet Part A or make a list of items to be tested. The "chance" factor can be controlled in this game depending on the number of items the students choose from. If they choose from 40 instead of 30 items, a greater element of chance and suspense is introduced. These procedures are written for 25 items chosen from a list of 30. Worksheet Part A contains a list of irregular past tense verb forms that you can use. On separate cards, write the base forms from Worksheet Part A. You will have a deck of 30 cards.

2. Give the students the Worksheet Part A, or on the chalkboard write the list of items you have chosen for testing. Review the forms if necessary.

3. Use the Worksheet Part B.
   a. Have the students select any 25 of the past tense forms - not the base forms - from Part A.
   b. Have them write the words in the squares in random order. Demonstrate if necessary. All squares should be filled - no FREE space.
   c. Distribute Bingo markers.

4. To play the game:
   a. The caller shuffles the cards and draws one card at a time. The cards drawn should be kept face up. The caller says, "Cover the past tense of see," "Cover the past tense of come," etc.
   b. Continue until someone gets five covered squares in a vertical, horizontal, or diagonal row. The student must call out "Bingo!"

5. To prove that she/he is a winner, the student must call back the items and must also give the base form of each item: came/come, etc. As the student calls back the items, you should hold up the cards to reinforce the correct response.

over

If the student cannot call back the base form, another student can help. In this case, the winner must share the prize.

The other students should not empty their Bingo sheets. In the event that there is a mistake, the game can continue.

Variations:

a. For very beginning students, make 25 picture cards. Paste a picture of one item on each card. (Catalogs are a good source.) Prepare the Bingo sheets in advance. Write in the words corresponding to the pictures. Write the words on each Bingo sheet in a different order.

   To play the game:
   Hold up a picture card and have the students cover the matching word on their Bingo sheet. As the winning student calls out the word, hold up the corresponding picture.

b. At the intermediate level, this technique can be used to reinforce other verb forms such as participles.

c. At the intermediate and advanced levels, vocabulary can also be reinforced. Give the students a list of words you have taught previously. The students fill in the Bingo sheets with their vocabulary words. The caller reads the corresponding definitions. The winning student must recall the correct definitions.

WORKSHEET

PART A

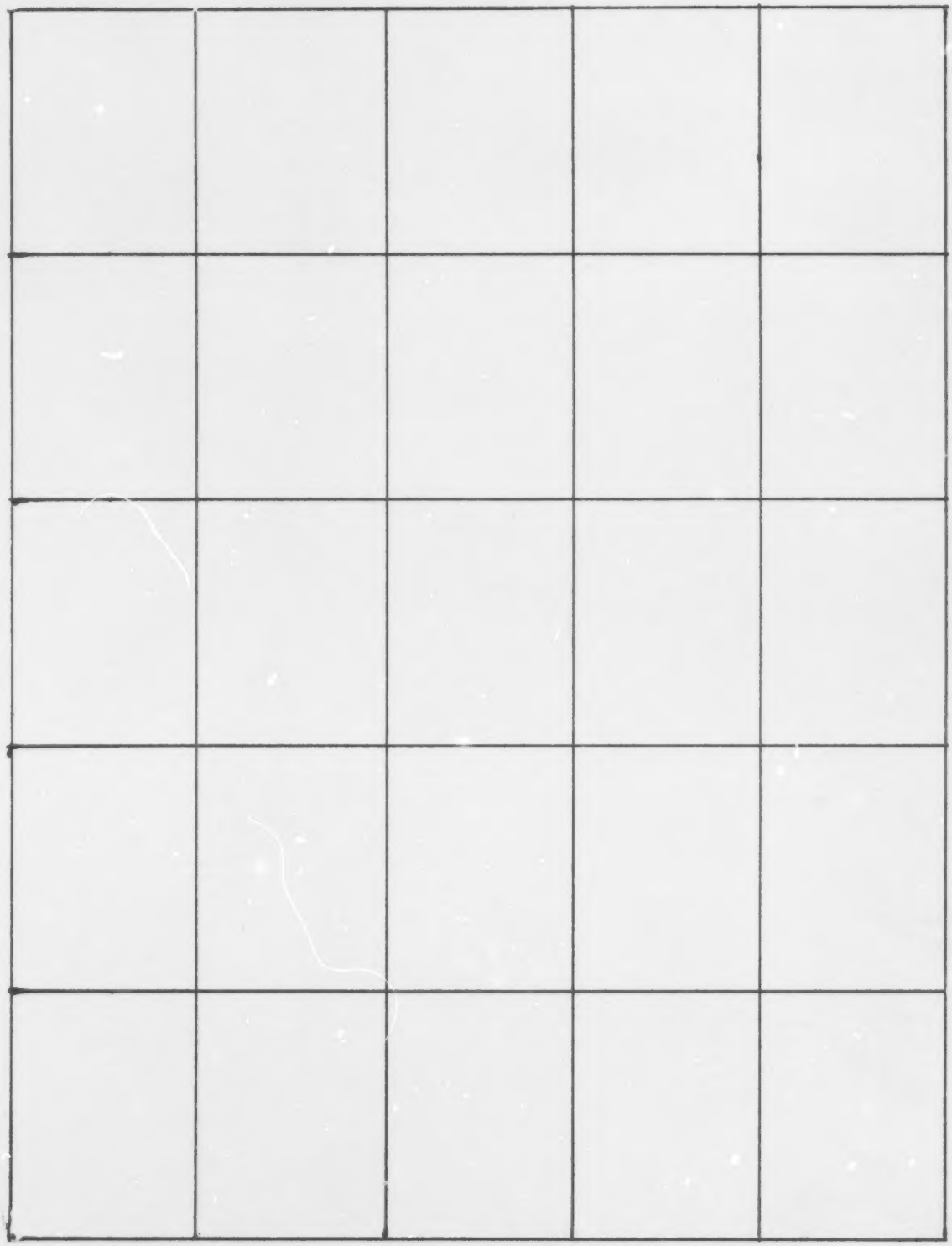
Irregular verbs:

Base form	Past tense form
1. break	broke
2. bring	brought
3. buy	bought
4. catch	caught
5. come	came
6. do	did
7. drink	drank
8. drive	drove
9. eat	ate
10. fall	fell
11. feel	felt
12. find	found
13. get	got
14. give	gave
15. go	went
16. have	had
17. leave	left
18. lose	lost
19. make	made
20. pay	paid
21. say	said
22. see	saw
23. send	sent
24. sit	sat
25. sleep	slept
26. spend	spent
27. take	took
28. tell	told
29. think	thought
30. write	wrote

WORKSHEET

PART B

BINGO SHEET



Submitted by:
Carol Harrington
Thornton Community College
South Holland, Illinois

Topic: Coping Skill - Game "Grocery Shopping"
Level: Adaptable to all Levels
Materials: Worksheet, Die, Play Money (Bills & Coins), Markers

NOTE

In order to shop, students need to a) read prices of items, b) pay the correct amount, or c) figure out how much change they should receive if they did not pay the exact amount. This game helps students master these skills.

It also familiarizes students with specialized shopping vocabulary such as: coupon, bargains, specials, discontinued.

PROCEDURE

1. Use the worksheet or prepare a similar gameboard.
2. Make small cards with "Good News" messages and cards with "Bad News" messages. Adapt the messages to the level of your students. Sample messages:

a. You saved 50¢ with a coupon. Go ahead 3 spaces.

b. You compared prices. Throw again.

c. Bargain! Discontinued item. Go ahead 4 spaces.

d. Double coupon day. Throw again.

e. Bakery special! 2 for the price of 1. Throw again. Double the number.

a. Chicken was on sale yesterday, not today. Sorry. Go back 4 spaces.

b. You lost your wallet. Go back 3 spaces.

c. Bad buy - the milk was sour. Lose 1 turn.

d. Coffee prices are going up again. Throw the die. Go back that many spaces.

3. Place the cards on the appropriate boxes on the gameboard.
4. Give each player a marker and a predetermined amount of money ($50 - $75) in bills and coins.

over

5. The students begin at "Start" and take turns throwing the die. They pay the "cashier" (the instructor or a capable student) the amount shown on the space they landed on. They must either pay the exact amount or tell how much change they expect back. If they do this correctly, they stay on the space. If not, they return to the last space they occupied.

6. If a player lands on a space or a space, she/he draws a card from the appropriate stack. The player reads the card and follows the directions. If the student doesn't understand the directions, have another student help. (As a last resort, you can explain.)

7. The first player to go around the board is the winner.

Sample card:

front

You bought the wrong label. The other one was on sale. Go back 3 spaces.

back

WORKSHEET

START
FLOUR
Generic
$1.09
$.54
MILK
$1.93
$.34
$.45
$1.89
$1.49
$.89
$.47
$.39
$1.89
$.89
$.69
$5.69
$1.09
$1.69
$3.89
Good
News
Bad
News

TOPIC INDEX

KEY TO THE LESSON LEVELS

I - Lessons for Beginning Students
II - Lessons for Beginning + Students
III - Lessons for Beginning and Intermediate Students
IV - Lessons for Intermediate Students
V - Lessons for Intermediate and Advanced Students
VI - Lessons for Advanced Students
VII - Lessons Adaptable to All Levels

A

Abbreviations, V-9, 47
Acculturation:
  Acronyms, V-9
  American Names, I-17
    II-17
  Community, IV-17
  Letter Writing, IV-27
  Schedule, III-7
  Social Habits, V-59
  Stereotypes, II-9
  Store Names, VI-27
  Superstitions, V-35
  Surveys, V-23
  Symbolism, V-3
  Values, V-27
Acronyms, V-9
Addresses, II-17
Adjectives, I-17, 21
  IV-21
  V-3
  VI-17, 39, 45
  VII-23
Adverbs, VI-23
Advertisements, V-47
Agreement, VI-23
Alphabetizing, I-11
  II-25
Applications, I-17
  V-35

C

Cartoon, V-53
Closed Circuit TV, V-31
Commands, II-21
  IV-15
Comparatives, IV-21
  V-3
Conjunctions, VI-3, 7, 11
  VII-23
Connotation, V-53
  VI-17, 27
Contractions, I-17
  II-9
  V-43
Conversation, I-17
  IV-21
  V-3, 9, 13, 23, 27, 31, 35, 45, 47, 53
  VI-3, 7, 11, 17, 23, 27, 31, 39
  VII-3
Coping Skills:
  Alphabetizing, I-11
    II-25
  Buying a Used Car, V-53
  Directions: Listening and Giving, IV-15
  Finding a Job, V-47
  Household Items (Gadgets), V-19
  Introductions, I-13
    V-31
  Occupations, II-9
  Purchasing Groceries, I-35
    VII-31
  Restaurant, IV-7, 11
  Shopping, IV-7
    V-53
Cuisenaire Rods, IV-15

D

Demonstratives (this, that, these those), I-21, 27
VI-45
Determiners, VI-45
Dialogues, I-13
IV-3, 7, 11
V-47
Dictation, IV-11, 27
VII-3
Dictionary, I-11
II-25
Directions, IV-15

F

Family Relationships, I-3
II-3

G

Games:
"Asking and Answering Questions", III-15
"Bingo", VII-25
"Concentration", III-4
"Family Feud", V-59
"Finding Pairs", III-3
"Follow the Leader", II-21
"Grocery Shopping", VII-31
"The Price is Right", I-35
"Pronunciation", VII-19
Wh-questions, II-15
"What Is It?", I-31
Geography (U.S.), V-13

H

Homonyms, V-43
VI-27

I

Idioms, V-3
VI-3, 7, 11, 27
Imperatives, II-21
IV-15
Interviews, V-23, 31
Introductions, I-13
V-31

L

Language Register (Formal, Informal, Slang), IV-27
V-3, 9, 53
VI-3, 7, 11
Letter Writing, IV-27
Listening, I-7, 13
II-9, 21
IV-3, 15, 17
V-31, 59
VI-31
VII-3, 25

M

Maps, V-13

N

Nouns, I-21, 27
IV-21
V-19
VI-17, 23, 45
VII-23
Numbers, I-7, 35
III-3
IV-7, 11, 27
V-27, 47, 59
VI-45
VII-31

O

Occupations, II-9

P

Plurals, I-21, 27
III-3, 15
IV-21
VI-23
Possessives, I-3, 27
II-3
VI-45
Prepositions, II-17
IV-15
VII-23
Pronouns, I-27, 31
II-9
V-19

Pronunciation, I-35
II-9, 17, 25
III-3, 7, 11
IV-3, 7, 11, 21
V-19, 39
VII-3, 5, 19

Q

Questions, I-7, 13, 17, 31, 35
II-9, 15, 17
III-11, 15
IV-3
V-19, 23, 27, 31

R

Radio Broadcast, VI-31
Reading, IV-17, 27
V-27, 35, 47, 53
VI-3, 7, 11, 31, 39
VII-3, 31
Role Playing, IV-7, 11
V-47

S

Sequential Order, VII-3
Spelling, I-31
III-7
V-39
Superstitions, V-35
Surveys, V-23
Synonyms, VI-17, 23

T

Tape Recorder, VI-31
Telephone Directory, II-17, 25
VI-27
Thesaurus, VI-23
Total Physical Response, II-21

V

Values Clarification, V-27
Verbs:
All Tenses-Questions and Short Answers, III-15
Imperatives (Commands), II-21
IV-15
Participles, VI-39, 45
VII-25
Past Tense-Irregular, VII-25
Past Tense-Regular, III-7
Present Continuous Tense, II-9
Present Tense, I-31
Present Tense-3rd Person Singular, III-11
V-19
Present Tense-To Be, I-17, 21, 27, 31
Vocabulary, I-3, 7, 11, 13, 17, 21, 31
II-3, 9, 21
III-3, 15
IV-3, 7, 11, 15, 17
V-3, 9, 13, 19, 35, 47, 53, 59
VI-3, 7, 11, 17, 23, 27, 31, 39
VII-25, 31

W

Wh-questions, I-31, 35
II-15, 17
III-11
IV-17
V-19, 23
Word Order, VI-45
VII-23
Writing, I-11, 21
II-25
III-7
IV-11, 27
V-23, 45, 47
VI-3, 7, 11, 17, 23, 27, 39, 45
VII-3, 23